



Political Science 3171

Representation, Identity, and Dissent

June 8-July 10, M-F 11-12:35

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Course Description: How do people express their political opinions? Political opinions form along many identity-based lines: ethnicity, religion, language, region, or gender. We explore and synthesize research on different forms of identity to find what makes some identities politically relevant and what it takes for identity groups to gain political representation. For unrepresented groups, we investigate how individuals express their identities outside of government and how a lack of representation fosters dissent. Our ultimate goal is to develop theories connecting identity and action in order to predict future cases of representation and dissent. Our focus will encapsulate theories and results from both American and Comparative politics, and we will work to emphasize the public policy relevance of our work.

Prerequisites: None

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

Course Objectives:

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

1. Describe and make connections between different forms of identity and action.
2. Think critically to identify characteristics of identities that cause them to become politically relevant.
3. Connect forms of action by arranging them on a continuum. Use this model to explain how actors select a type of action.
4. Given situational factors, use theory to predict individual and collective responses to identity threat.
5. Summarize differences in conceptions of identity and action between political science and sociology to better understand and appreciate diverse perspectives.
6. Apply your knowledge to personal and community engaged situations.
7. Develop your knowledge about the research article writing process and demonstrate your capacity to write your own article and to help others revise their work.

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

Assignments:

Assignment	Due Date	Percentage
Reading Journals		15%
Class Engagement		15%
Group Project	Class 18	15%
Community Experiences	Classes 12, 13, 20, 24, 27	5%
Community Engaged Project		5%
Research Article		45%
Research Question	Class 4	5%
Literature Review	Class 8	10%
Theory	Class 23	10%
Research Design	Class 21	10%
Research Article	Final Exam	10%

Letter Grade Distribution:

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

Course Policies:

• General

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

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

³The APSA style manual is in the "Files" section of Canvas.

- **Grading Concerns**

- Coming to class prepared, completing assignments on time, working hard, and doing your best are the biggest tickets to doing well in this course.
- Grades will only be changed if I made an arithmetic error or mistake. If you feel that this happened to you, please send me an e-mail no later than three days after the assignment is returned detailing the error.
- If you are concerned about a grade you receive, please come by to discuss it with me. I am happy to discuss how you can improve in future work.
- You may rewrite your annotated bibliography/literature review and theory paper and turn them in when indicated. You may only exercise this option if you turn in a complete draft on the initial due date. I will re-grade the paper with a 10% deduction and take the higher of the original and rewrite grade as your final grade for these assignments. This is completely optional.

- **Absences and Late Work**

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

- **Feedback**

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

- **E-mail**

- I will respond to your e-mails as quickly as possible. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM Monday through Friday.
- Submit absence excuses through Canvas, not e-mail. Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail. You are responsible for turning in assignments on time even if you are absent.
- Often, e-mail is best used to set-up an in person meeting. It is easier for us to understand each other in a meeting rather than via lengthy e-mail exchanges.
- Please treat e-mails as professional correspondence and use proper sentence structure and tone. E-mails should only come from your wustl.edu e-mail address.

- **Class Structure and Environment**

- This is a seminar style course. As such, there will be no lectures and few slide presentations. You must come to class having completed the reading and ready to discuss. We will break up our discussions with small group activities where, again, your participation is critical. Throughout the semester, we will work to build your presentation skills so that you can begin dictating more of the format of classes. This will culminate in the class leading itself at the end of the semester.
- I expect that you will work to maintain a positive classroom environment throughout all of our activities. This is detailed in the classroom engagement rubric. While we often use data and models to provide evidence, political scientists do not have definitive answers to any question. Thus, we will work to understand others perspectives in a constructive and respectful manner.

- **Components of the Syllabus**

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

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

- Bias Reporting System: <https://diversityinclusion.wustl.edu/brss/>
- Academic Integrity: <https://wustl.edu/policies/undergraduate-academic-integrity.html>
- Students with Disabilities: <https://cornerstone.wustl.edu>
- Writing Center: <https://writingcenter.wustl.edu>

- Preferred Names: <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy-student-information/>
- Relationship and Sexual Violence Prevention Center: kim_webb@wustl.edu, jwkennedy@wustl.edu, 314-935-3118
- Mental Health: <http://shs.wustl.edu/MentalHealth/Pages/default.aspx>

Topics and Readings: Below is the schedule of goals for each class, reading and assignments due on the date of a given class, and assignments assigned. I may change the course outline, but I will give you plenty of prior notice.⁴

Foundations of Identity

June 8: Scope of Identity and Action

- Goal: Introduction to the course, conceptualizing identity.
- Read in class: Brubaker, Rogers, and Frederick Cooper. 2000. "Beyond 'Identity.'" *Theory and Society* 29(1): 1-47.
Hoover Green, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps."
- Assignments Assigned: Student information sheet including reading Dimitrova-Grajzl, Valentina, Jonathan Eastwood, and Peter Grajzl. 2016. "The Longevity of National Identity and National Pride: Evidence from Wider Europe." *Research and Politics* 3(2): 1-9.

June 9: What are Identities?

- Reading Question: How would you compare and contrast different identities? What are their similarities?
- Reading Due: Caraway, Teri L. 2010. "Gendering Comparative Politics." *Perspectives on Politics* 8(1): 169-175.
Darnell, Alfred T., and Sunita Parikh. 1988. "Religion, Ethnicity, and the Role of the State: Explaining Conflict in Assam." *Ethnic and Racial Studies* 11(3): 263-281.

June 10: Common Identity Characteristics

- Reading Question: What makes a characteristic become an identity?
- Reading Due: Chandra, Kanchan. 2006. "What is Ethnic Identity and Does it Matter?" *Annual Review of Political Science* 9: 397-424.
And pick one from:
Deaux, Kay, Anne Reid, Kim Mizrahi, and Kathleen A. Ethier. 1995. "Parameters of Social Identity." *Journal of Personality and Social Psychology* 68(2): 280-291.
Htun, Mala. 2004. "Is Gender like Ethnicity? The Political Representation of Identity Groups." *Perspectives on Politics* 2(3): 439-458.
- Assignments assigned: Community identity profile — think about the identities present in your community. Look up statistics about ethnic, religious, gender, and national identity, and describe what you would consider your communities' common identity in a paragraph.

⁴I have made a conscious effort to represent gender and ethnic/regional diversity of scholarship in these readings.

June 11: What is political science research? What are research questions?

- Reading Due: Baglione, Ch. 1 and 2.
- Assignments Due: Community identity profile.
Student information sheet.

June 12: Who cares?

- Assignments Due: Research Question and Paragraph
- Semi-mandatory, all day office hours

June 15: Finding Sources and Writing Literature Reviews

- Goal: Annotated Bibliography and Literature Review.
- Reading Due: Baglione, Ch. 3 and 4.
- Assignments Due: Research Question rewrite.

Identity as Politically Relevant

June 16: Identities in the Public Sphere

- Reading Question: What is a politically relevant or salient identity?
- Reading Due: Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why do Ethnic Groups Rebel? New Data and Analysis." *World Politics* 62(1): 87-119.
- Assignments assigned: Contact list — make a contact list of all your political representatives. Do a little research on what issues your representatives might care about, and pick one issue you might contact each representative about. Bring your list to class and be prepared to explain why you selected the issues you did.

June 17: Making an Identity Political

- Reading Question: How does an identity become politically relevant?
- Reading Due: Claassen, Christopher. 2016. "Group Entitlement, Anger, and Participation in Intergroup Violence." *British Journal of Political Science* 46(1): 127-148.
- Assignments Due: Contact list

June 18: Choosing a Primary Identity

- Reading Question: How and when do people strategically deploy identities?
- Reading Due: Bernstein, Mary. 1997. "Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement." *American Journal of Sociology* 103(3): 531-565.

- Assignments Assigned: Field observation — Attend a group event (club meeting/event, study group, team, coworkers) for at least one hour and write detailed notes about how group members express their identity (or why they do not). You should choose an event for a group to which you already belong or an event where spectators are common (debate, lecture, dance performance). If you cannot think of a group to observe, stop by my office and we will come up with one! Please do not deceive anyone throughout the observation (i.e., do not pose as a new club member). Instead, only observe groups open to the public and obtain permission to observe the group. Turn in your typed notes and a one paragraph reflection.

Connecting Forms of Action

June 19: War and Genocide

- Reading Question: Why do you think people resort to violence to uphold an identity?
- Reading Due: Brown, Sara E. 2014. "Female Perpetrators of the Rwandan Genocide." *International Feminist Journal of Politics* 16(3): 448-469.
- Assignments Due: Literature review peer review.

June 22: Literature Reviews and Theoretical Arguments

- Reading Due: Baglione, Ch. 5.
- Assignments Due: Literature Review.

June 23: Protest and Collective Action

- Reading Question: How do individual decisions influence the success of collective action?
- Reading Due: Polletta, Francesca, and James M. Jasper. 2001. "Collective Identity and Social Movements." *Annual Review of Sociology* 27: 283-305.
Baldez, Lisa. 2002. *Why Women Protest: Women's Movements in Chile*. Cambridge: Cambridge University Press (Ch. 1).
- Assignments Due: Field observation.
- Assignments Assigned: Midterm evaluation synthesis — in addition to completing the midterm evaluation, identify four public policy issues that synthesize what you have learned thus far in the course. Do some online research and identify a community organization working on each public policy issue. Write four paragraphs, one for each issue, that each describe how the issue relates to the course and what work the community organization does to address the issue.

June 24: Institutional Structures

- Reading Question: What are the pros and cons of changing government structure in order to address identity issues?
- Reading Due: Brancati, Dawn. 2006. "Decentralization: Fueling the Fire or Dampening the Flames of Ethnic Conflict and Secessionism?" *International Organization* 60(3): 651-685.
- Assignments Due: Midterm evaluation synthesis.

June 25: Representation

- Reading Question: Why is representation of an identity in an institution important to those who share that identity?
- Reading Due: Asamoah-Gyadu, J. Kwabena. 2007. ““Get on the Internet!’ Says the LORD’: Religion, Cyberspace, and Christianity in Contemporary Africa.” *Studies in World Christianity* 13(3): 225-242.

And pick one from:

Keiser, Lael R., Vicky M. Wilkins, Kenneth J. Meier, and Catherine A. Holland. 2002. “Lipstick and Logarithms: Gender, Institutional Context, and Representative Bureaucracy.” *American Political Science Review* 96(3): 553-564.

Meier, Kenneth John. 1975. “Representative Bureaucracy: An Empirical Analysis.” *American Political Science Review* 69(2): 526-542.

Meier, Kenneth J., and Jill Nicholson-Crotty. 2006. “Gender, Representative Bureaucracy, and Law Enforcement: The Case of Sexual Assault.” *Public Administration Review* 66(6): 850-860.

June 26: Group Project Simulation

- Assignments Due: Group project.

Predicting Action

June 29: Theory and Research Design

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

June 30: A Unified Identity/Action Model

- Reading Question: How would you arrange actions along a continuum?
- Reading Due: *Choose one*: Herrera, Yoshiko. 2005. *Imagined Economies: The Sources of Russian Regionalism*. Cambridge: Cambridge University Press.
van Zomeren, Martijn, Tom Postmes, and Russell Spears. 2008. “Toward an Integrative Social Identity Model of Collective Action: Quantitative Research Synthesis of Three Socio-Psychological Perspectives.” *Psychological Bulletin* 134(4): 504-535.
- Assignments Due: Theory peer review; one page Reading Journal.

July 1: Representation Policies

- Reading Question: What do we predict happens after identity groups gain representation in government?
- Reading Due: Franceschet, Susan, Claire Annesley, and Karen Beckwith. 2017. “What do Women Symbolize? Symbolic Representation and Cabinet Appointments.” *Politics, Groups, and Identities* 5(3): 488-493.
O’Brien, Diana Z., Matthew Mendez, Jordan Carr Peterson, and Jihyun Shin. 2015. “Letting

Down the Ladder or Shutting the Door: Female Prime Ministers, Party Leaders, and Cabinet Ministers.” *Politics and Gender* 11(4): 689-717.

July 2:

Community engagement day

July 6:

Community engagement day

July 7: Abstract and Introduction

- Reading Due: Baglione, Ch. 9.
- Assignments Due: Research Design.

July 8: Unanticipated Involvement in Action

- Reading Question: What makes bystanders or unaffiliated individuals choose to join an action? What effect can these people have on the success of the action?
- Reading Due: Klandermans, Bert, Jacquelin van Stekelenburg, Marie-Louise Damen, Dunya van Troost, and Anouk van Leeuwen. 2014. “Mobilization Without Organization: The Case of Unaffiliated Demonstrators.” *European Sociological Review* 30(6): 702-716.
- Assignments Due: Research Design peer review; one page Reading Journal.

July 9: Institutional Reform

- Reading Question: Prepare for leading class; no Reading Journal.
- Reading Due: Siroky, David S., and John Cuffe. 2015. “Lost Autonomy, Nationalism, and Separatism.” *Comparative Political Studies* 48(1): 3-34.

July 10: Research Article Roundtable

- Assignments Due: Research Article.

Description of Assignments:

Reading Journals (15%, Canvas)

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

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

Each reading journal should contain the following four sections. Please write in narrative form. Unless otherwise noted, the reading journal should constitute at least **two full typewritten, double spaced pages**. On days where a peer review is also due, the reading journal can be one page; these days are noted in the syllabus.

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

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

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

Journals will be evaluated as follows. The numbers in parentheses represent how these evaluations are represented on Canvas.

- ✓ (1.75): Good entries: all components are present, material is engaged well. This will be the modal evaluation.

- ✓+ (2): Outstanding substantive entries: student went above and beyond with the connections and responses made in the journal.
- ✓- (1): Unsatisfactory entries: missing components, poor quality responses or do not meet length requirement.
- 0: No submission.

Class Engagement (15%)

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

I will evaluate class engagement based on the following criteria:

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

6. Notetaking: Several students will be selected during each class to take careful notes of what happened during class. This will provide a resource for students who are absent or who wish to add content that they might have missed to their own notes. Notes will be uploaded to Canvas. We will agree on a notetaking schedule once the semester begins.

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

Policy Day (15%)

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

Toward that end, policy day will work as follows:

1. Group assignment: prior to Policy Day, everyone in the class will divide into groups based on the topic most related to their research question. For example, those studying the protests will form a group, those studying civil war will form a group, et. cetera. We will all try to optimize group size and the cohesiveness of groups.
2. Data report: Choose a real world case that illustrates some part of your research findings (assuming you are able to support your hypothesis). Try to accommodate the interests of everyone in your group as best as possible. For example, if everyone is studying aspects womens' movements you might choose the recent womens' march. Based on your case selection, you will collect both qualitative and quantitative data. Your group will conduct a minimum of two interviews based on interview protocols we discuss in class. The goal of these interviews is to learn about the public policy implications of the case. What are its lasting impacts? Second, you will search for relevant quantitative data related to your case and describe these data.

Your group will turn in one data report that includes a minimum one page summary and one page analysis for each interview. The analysis should focus on the public policy and lasting impacts of the case. In addition, your data report will include a minimum one page description and analysis of the data you found. Finally, you should include a paragraph or two synthesizing both sources of data. The data report is due on Policy Day.

3. Briefing paper: Take the main finding from your research (assume you are able to support your hypothesis) and develop a briefing paper for the leader of a fictional country with policy recommendations that derive from your finding. In this briefing paper, act as the expert on your particular finding and make a case for the leader to take some action to address either the causes or consequences of what you have found. Your memo should contain the following parts:

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

Evaluation:

Your briefing paper will be graded based on how well you follow the guidelines presented above.

Community Experiences (5%, Canvas)

The course includes several short assignments that help you synthesize course content through the lens of community involvement. Often, we will discuss the assignments or use them for an activity in class when they are due, so it is critical that you complete quality assignments on time.

Data Report Grading Rubric

30 points	Outstanding	Proficient	Needs Improvement
Interviews are summarized and contextualized effectively	10 8	6 4	2 0
Relevant empirical data is discussed	10 8	6 4	2 0
A section draws broad conclusions from the data analysis	5 4	3 2	1 0
APSA style citations	5 4	3 2	1 0

Policy Briefing Paper Grading Rubric

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

Evaluation: Short assignments should be turned in on Canvas; they will not be accepted late.

Assignments will generally be evaluated using these criteria:

- 95: completes the assignment in full, including citations in APSA style (if appropriate). Uses clear, simple, and direct writing style. Demonstrates a well thought out reflection on the assignment. Shows pride to fulfill the intent of the assignment, and demonstrates the strength of the author. Is mechanically flawless.
- 85: completes the assignment in full, including citations in APSA style (if appropriate). Writing style is appropriate, but could use clarity. Demonstrates some reflection and critical thinking about the assignment. Fulfills the intent of the assignment, but could be more creative. Has few mechanical errors.
- 75: completes the assignment, may miss a component. Writing is vague; engages in unnecessary summary. Little critical thinking throughout. Fails to think creatively. Contains more than a few mechanical errors.
- 65 and below: submits the assignment, but misses length or content requirements. Dense or poorly constructed writing. Assignment not thought out or completed carefully. Riddled with mechanical errors.
- 0: No submission

Community Engaged Project (5%)

Academic work is most successful when it is broadly applicable to the lives of individuals in our community. Throughout the course we will emphasize ways the theories and topics we discuss in the classroom can be applied to everyday people and to public policy. Such work also provides us with the opportunity to teach others about what we have learned and to solidify our knowledge.

Toward this end, we will be partnering with the Missouri Botanical Garden Outdoor Youth Corps (OYC) for a community engaged project. The goal of this project is for us to apply our knowledge regarding theories of representation and the impact of identity on political issues to help empower youth to better understand ways they can interact with the political system to address issues that they care about and are especially relevant to their lives. Many of these issues are inextricably linked to a long history of implicit and explicit racism and marginalization.

Likewise, we will have the privilege and opportunity to learn about how issues of identity-based discrimination impact everyday life from getting to know citizens of St. Louis and working together with them.

Flexibility is key for successful engagement with the community. We will work with the OYC to fit our time together into their already busy schedule. As such, the amount of time and the time during the semester when we will work together may change. My tentative plan is as follows:

1. Preparation: We will spend parts of several class sessions developing a short workshop introducing issues of identity-based environmental discrimination and discussing empowering ways for OYC crew members to take action to address these issues.
2. Campus Visit: We will host the OYC crew in class as part of a college visit. During this time, we will present the workshop and engage with the OYC team to discuss some of the material we are studying. We may also have the opportunity to get to know the crew better over lunch or a campus tour.

3. Site Visit: If logistically possible based on everyone's schedules, we will coordinate a day to go and work with the OYC. This day would include an introduction to the OYC program by the OYC team as well as them teaching us about some of the identity-based environmental issues they are addressing through their work.

Research Article (45%, Canvas for each submission)

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

At the end of the semester, you will turn in a research article with all the components in place. That is, you will formulate a research question, develop a literature review, articulate a theory, describe a research design, and test your research design. The audience for your article and all of the components of the article you turn in throughout the semester consists of political science students, professors, and policy makers who do not know you and who are not familiar with your research project. You should write all components of your research article with this audience in mind.

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

Research Question (5%):

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

For this assignment, write a *one sentence* research question followed by a one paragraph description of your question. In the description include why you think the question is interesting and important and what existing literature may be relevant that addresses your question.

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

Research Question Grading Rubric

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

Annotated Bibliography and Literature Review (5%):

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

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

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

Annotated Bibliography and Literature Review Grading Rubric

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

Theory (10%):

The theory section of your article should rely on previous literature to build an argument resulting in your hypothesis. Your theory must be related to a major theory of identity or action either that we read in class or that you found on your own. You should use this existing theoretical argument as a starting point for your theory and provide an innovation on this theoretical argument. The theory section itself should be three to five pages not including references, but you should also include a revised literature review when submitting your theory section. You need not include your annotated bibliography.

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

Theory Section Grading Rubric

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

Research Design (10%):

The research design section describes how you plan to test your hypothesis. Political scientists use many different research designs, and we will discuss a multitude of methodological approaches in this class.

For your research design part of your research article, you should propose the absolute best and most appropriate research design (even if you cannot test this design during the class). You should supplement this discussion by specifying the a plausible research design that you will carry out using existing empirical data. That is, you may propose doing a survey or an experiment as the best design, but then you will also talk in detail about your proposed design that you are carrying out. It should be clear how both designs would work, but you should spend more time detailing the design you are actually implementing. Your research design should be at least three to five pages not including references, and should also include your literature review and a revised theory.

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

- **Geographic Area Unit of Analysis:** Identify datasets with the independent and dependent variables you will use, and discuss how these variables measure the concepts you are interested in. Identify control variables and justify their inclusion. Discuss the best regression method to use based on the structure of your data (see me if you need help). Mention potential problems with your dataset in terms of its coverage, quality, and availability. If you find that the variable you need does not exist in a dataset, choose the variable that makes the most sense and justify how this variable is a decent proxy for the variable you really need to measure.
- **Individual Unit of Analysis:** In addition to the criteria described above, you should describe the target survey or experimental group, the sampling strategy, and the survey or experimental protocol. Describe the survey in detail and relate your protocol back to your hypothesis. Discuss ethical concerns with using human subjects for research.

Research Design Grading Rubric

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

Results (5%):

Unlike the other sections of a research article where there is a relatively straightforward “formula” you can follow, the results section is highly dependent on the research design you chose and the theory you are testing. We are learning more advanced statistical methods than Baglione describes, so following her advice for this section will not be helpful.

Your results section should be at least three pages long.

The “number/quality of empirical tests are appropriate to test the hypotheses” criterion in the rubric refers to the depth of your analysis. If you have a simple hypothesis, that may warrant only one main model and a robustness check model. However, if you are trying to measure a difficult concept (for example civil war), then you might need three models (one each for incidence, intensity, and duration). The number of regression models and the depth of your analysis is partially dictated by the question you ask and the research design you propose. You should discuss with me if you have questions about the depth of analysis required to adequately test your hypotheses.

Results Grading Rubric

138 points	Outstanding	Proficient	Needs Improvement
Revisions to Research Design Section	10 8	6 4	2 0
Results			
has an informative title	4	2	0
transitions well from the research design section	5 4	3 2	1 0
begins with a paragraph summarizing the results and the methods used to obtain the results	5 4	3 2	1 0
uses appropriate statistical terminology	5 4	3 2	1 0
presents a table of descriptive statistics	5 4	3 2	1 0
interprets each descriptive statistic correctly and draws implications relevant to the hypotheses from the descriptive statistics	10 8	6 4	2 0
presents a separate discussion of each hypothesis with the hypothesis clearly identified	5 4	3 2	1 0
presents at least one main regression model	5 4	3 2	1 0
explicitly describes the regression method used and how it works	10 8	6 4	2 0
interprets each regression coefficient correctly and relates them to the hypotheses being tested	10 8	6 4	2 0
describes the substantive significance of each regression coefficient	10 8	6 4	2 0
presents and interprets at least one additional regression model as a robustness check	10 8	6 4	2 0
presents at least one figure	5 4	3 2	1 0
describes the figure in detail and how the figure relates to the hypothesis	10 8	6 4	2 0
contextualizes the empirical results using qualitative data	10 8	6 4	2 0
concludes by reviewing the evidence and whether each hypothesis was supported	5 4	3 2	1 0
number/quality of empirical tests are appropriate to test the hypotheses	14 12	10 8 6	4 2 0
APSA Citation Style	+2	0	-5 -10
Editing	+5 +2	0	-5 -10

Research Article (10%):

Your research article should combine revised versions of your literature review, theory, research design, and results sections along with an abstract, introduction, and conclusion. Your research article should be at least fifteen pages, not including references, and read like a cohesive manuscript. You should edit and revise all parts of your article as best as possible.

Evaluation:

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

Research Article Grading Rubric

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