Political Science 3171

Representation, Identity, and Dissent

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

William O'Brochta[1]: obrochtawj@wustl.edu (office hours Tuesday, 11AM-1PM on Zoom and by appointment)

Syllabus Updated: June 24, 2020

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.*[2] This book and all other readings are posted on the Google Drive (accessible though 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 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.

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[1]I go by William or Professor O'Brochta, your choice.

[2]A PDF is posted on the Google Drive, 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
Blogs		12%
Class Engagement		10%
Policy Day	June 26	15%
Community Experiences	June 12, 18, 24; July 1-2, 8	5%
Research Article		58%
Research Question	June 12	6%
AB/Literature Review	June 22	12%
Theory	June 29	15%
Research Design	July 6	15%
Research Article	July 10	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**

  - If you have academic accommodations, you must e-mail me appropriate documentation within the first week of the course.
  - Citations (in-text and references) for all work requiring them must 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.

- **Course Format**

  - This course meets from 11AM-12:35PM Central Time at certain points indicated below (usually MWF). By signing-up for this course, you are agreeing to be available for synchronous classes during these times. I respect your time: I will not schedule any mandatory course events occurring outside of this time period, and I expect you to be available during this time period.

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[3]The APSA style manual is in the Google Drive folder.

- Everyone learns differently, and everyone has had differing experiences with online learning. Some students want to re-create an in-person course experience whereas others want to learn completely asynchronously and independently. I will utilize a range of online learning tools, and I ask for your willingness to engage with modes of online learning that you may not prefer, but may be most helpful for others.
- Please try to be as engaged as possible: turn on your camera if possible and be willing to use your microphone. If you have concerns about participating in synchronous classes, please let me know as soon as possible.

- **General Weekly Plan**

  - Monday: Synchronous class, focused on research article writing. Assignments due: Research article assignment, no blog.
  - Tuesday: Asynchronous class, peer review and blogs. Assignments due: Peer review, blog entry.
  - Wednesday: Synchronous class, discussion. Assignments due: Blog entry, submit two comments on others' blogs from Tuesday.
  - Thursday: Asynchronous class, blogs. Assignments due: Blog entry.
  - Friday: Synchronous class, discussion. Assignments due: Blog entry, submit two comments on others' blogs from Thursday.

- **Absences and Late Work**

  - These policies are designed to help ensure that you do not fall behind, as this course moves very quickly. You are always free to work ahead.
  - This is an online course, but it is partly synchronous and is paced, meaning that assignments are due at set times. *You are expected to make every effort to attend all synchronous classes.* You are free to take one undocumented and unexcused absence from synchronous classes. You should submit the absence form on Canvas if you have a documented illness, religious holiday, or technological disruption after your first unexcused absence. On days where there is not a synchronous class, you must complete assignments that are due and engage on other students' blogs. More details can be found in the class engagement rubric.
  - All assignments in this course 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.

- **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. This course will hopefully be challenging and rewarding, resulting in everyone doing well.

– 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 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.

– I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the semester and you have communicated about this to me when the incident occurs.

- **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 in order to improve the course in the future. 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. 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 and final grades have been submitted.

- **E-mail**

  – I will respond to your e-mails promptly. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM Central Time, Monday through Friday.

  – Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail.

  – 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 may 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 formal 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.

  – 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.

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 the listed 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://sites.wustl.edu/disc/bias-report/`
- Academic Integrity: `https://wustl.edu/policies/undergraduate-academic-integrity.html`
- Students with Disabilities: `https://cornerstone.wustl.edu` and `https://students.wustl.edu/disability-resources/`
- Canvas Accessibility Statement: `https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas`

- Inclusive Learning Statement: `https://diversity.wustl.edu/framework/advisory-best-practice-groups/inclusive-learning-environment/`

- 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 (`kim_webb@wustl.edu`), Jessica Kennedy (`jwkennedy@wustl.edu`, 314-935-3118), Sheryl Mauricio (`smauricio@wustl.edu`, 314-935-4174), WUPD (314-935-5555), RSVP Hotline (314-935-8761)
- Mental Health: `http://shs.wustl.edu/MentalHealth/Pages/default.aspx`
- Canvas Support: `https://cases.canvaslms.com/liveagentchat?chattype=student` or 1-844-865-2581
- WashU Technology Support: `student.technology@wustl.edu`, 314-935-8200

Statement on Internet Communication:

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DO NOT TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

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

- Format: Synchronous

- Goal: Introduction to the course, conceptualizing identity.

- Assignments Assigned: Beginning-of-course survey, Introduction discussion (on Canvas).

June 9: What are Identities?

- Format: Asynchronous

- Notetaker: William

- Reading Question (first blog due): What is identity?

- Reading Due: Hoover Green, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps." (Read this first!)
  Brubaker, Rogers, and Frederick Cooper. 2000. "Beyond 'Identity.'" *Theory and Society* 29(1): 1-47. (This article is long — practice the reading skills you learned from Hoover Green; see my blog post and annotated reading)

June 10: What is political science research? What are research questions?

- Format: Synchronous

- Notetaker: Grace

- Reading Due (no blogs for Baglione readings): Baglione, Ch. 1 and 2.

- Assignments Due: Beginning-of-course survey, Introductions discussion initial post (on Canvas).

- Assignments Assigned: Community identity profile — think about the identities present in your community (however you define "community"). Look up and write down statistics about ethnic, religious, gender, and national identity, and describe what you would consider your communities' common identity in a paragraph. Finally, 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. Write down your list and the issue you would contact each representative about and a sentence explanation why. Submit to Canvas.

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

June 11: Common Identity Characteristics

- Format: Asynchronous

- Notetaker: Rebecca F.

- 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:
  Caraway, Teri L. 2010. "Gendering Comparative Politics." *Perspectives on Politics* 8(1): 169-175.
  Htun, Mala. 2004. "Is Gender like Ethnicity? The Political Representation of Identity Groups." *Perspectives on Politics* 2(3): 439-458.

June 12: Who cares?

- Format: Synchronous

- Notetaker: Grace

- Assignments Due: Research Question and Paragraph, Community Identity Profile, Introductions discussion comments (on Canvas), Acknowledge Academic Integrity Policy.

- Note: Guest Dr. Meg Gregory will visit.

June 15: Finding Sources and Writing Literature Reviews

- Format: Synchronous

- Notetaker: Devin

- 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

- Format: Asynchronous

- Notetaker: Peter

- Reading Question: What is a politically relevant or salient identity? Why is political relevance important?

- 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 Due: Research Question peer review

- Assignments Assigned: Field observation — Attend a group event (club meeting/event, study group, team, public meeting, meeting with coworkers) for at least one hour and write 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). There are many such events going on online right now; if you cannot think of a group to observe, discuss with your classmates or myself. 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 or which you are already a member. Turn in your typed notes and a one paragraph reflection to Canvas.

- Note: Policy Day group assignment.

June 17: Making an Identity Political

- Format: Synchronous

- Notetaker: Rebecca F. and Nathan P.

- Reading Question: What are some motivating factors that prompt an individual to activate an identity and take action?

- Reading Due: Claassen, Christopher. 2016. "Group Entitlement, Anger, and Participation in Intergroup Violence." *British Journal of Political Science* 46(1): 127-148.

June 18: Choosing a Primary Identity

- Format: Asynchronous

- Notetaker: Alec

- 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 Due: Field observation

Connecting Forms of Action

June 19: War and Genocide

- Format: Synchronous

- Notetaker: Nathan C.

- Reading Question: Why do 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 assigned: Midterm survey (on Canvas) and Midterm Synthesis — As an alternative to a midterm exam, 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. Submit to Canvas.

June 22: Literature Reviews and Theoretical Arguments

- Format: Synchronous

- Notetaker: Kayla

- Reading Due: Baglione, Ch. 5.

- Assignments Due: Literature Review.

June 23: Protest and Collective Action

- Format: Asynchronous

- Notetaker: Alec and Nolan

- Reading Question: How do individual decisions influence the success of collective action?

- Reading Due: <u>Choose one:</u> 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: Literature review peer review.

June 24: Institutional Structures

- Format: Synchronous

- Notetaker: Rebecca R.

- 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 survey and midterm policy synthesis (on Canvas).

- Note: In-class preparation for Policy Day.

June 25: Representation

- Format: Asynchronous

- Notetaker: Devin and Ge

- Reading Question: Why is representation of an identity in an institution important to those who share that identity?

- Reading Due (blog 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: Policy Day Simulation

- Format: Synchronous

- Notetaker: Ge

- Assignments Due (no blog comments on 6/25 blogs): Policy briefing paper and data report. Annotated bibliography/literature review rewrite (optional).

Predicting Action

June 29: Theory and Research Design

- Format: Synchronous

- Notetaker: Rebecca R.

- Reading Due (no blog): Baglione, Ch. 6 and 7.

- Assignments Due: Theory.

June 30: A Unified Identity/Action Model

- Format: Asynchronous

- Notetaker: Peter and Nolan

- Reading Question: What typology (continuum, flow chart, et. cetera) would you create that encompasses all types of action?

- Reading Due (blog 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.

July 1: Community Engagement Day

- Format: Synchronous

- Notetaker: Nathan C.

- Reading Due (blog comments on 6/30 blogs, no new blog): Work through online module.

- Assignments Due: Policy Day reflection survey (on Canvas), Community Engaged Project Ideas discussion (in Canvas module).

July 2: Representation and Community Engagement

- Format: Synchronous

- Notetaker: Kayla

- Assignments Due (no blog): Theory rewrite (optional)

- Note: Time to work on community engagement project.

July 6: Abstract and Introduction

- Format: Synchronous

- Notetaker: Maya

- Reading Due (no blog): Baglione, Ch. 9.

- Assignments Due: Research Design.

July 7: Representation Policies

- Format: Asynchronous

- Notetaker: Benjamin

- Reading Question: What happens after identity groups gain representation in government?

- Reading Due (blog 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.

- Assignments Due: Research Design peer review.

July 8: Community Engagement Day

- Format: Synchronous

- Notetaker: Maya

- Assignments Due: Blog comments on 6/7 blog. No new blog.

July 9: Unanticipated Involvement in Action

- Format: Asynchronous

- Notetaker: Benjamin

- Reading Question (no blog due): 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 (no blog 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.

July 10: Research Article Roundtable

- Assignments Due (no blog comments due on 7/9 blog, no new blog): Research Article.

July 14: End-of-Course Evaluation Due

Description of Assignments:

Blog (12%)

Completing and engaging with course material is essential to your success in this course. On days where we have asynchronous class, it is also important to engage with others' thoughts on course material and to provide meaningful reactions and responses.

To facilitate both of these goals, each of us will maintain and regularly update a blog about this course. On days where we have asynchronous class, you will be responsible for reading others' blogs and providing meaningful and engaging comments.

Why blogs and not a discussion board? I have decided to use blogs to give you more freedom in the way you respond to course material. You have flexibility to include text, images, audio, and video in whatever format you like and are comfortable with in your blog.

You will post a blog for each class day where there is a reading question listed (see the assignments on Canvas for the detailed list). After you post your blog, you will submit the blog URL on the appropriate assignment on Canvas so I can reference it quickly.

Each blog should contain the following three parts somewhere in the blog submission. As a guideline, your blog should be 500+ words in length. This is not a hard-and-fast rule, your blog should express your style and creativity, so recording a video or audio, uploading images or links, or doing other creative things can mean that your written submission is shorter.

1. Summary: a very short ($<$ 4 sentence) summary of the reading with key points.

2. Reading Question: a reaction to the reading question of the day in light of what you learned in the reading and the other material in the course. You should deeply engage the reading here, and use at least half of your blog post to engage the reading question.

3. Reflection: what did you think of the reading? How does it relate to your life experiences, current events, or other thoughts you had? Ask clarification questions or provoke debate here.

<u>Submission and Evaluation:</u> You should write and submit a blog for every class where there is a reading question listed. Blogs will be checked for completion on Canvas. Your **two** lowest blog grades will be dropped (this includes any blogs you do not turn in, so feel free to skip when you are busy).

I will post a response to several students' blogs either on your blog or on Canvas each class. Even when I do not directly respond to your blog, you should view your blog as a way to prepare for synchronous class and to engage other students during asynchronous class.

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

- ✓ (2): Excellent entries: all components are present, material is engaged well.

- ✓− (1): Unsatisfactory entries: missing components, poor quality responses or do not meet length requirement.

- 0: No submission.

Class Engagement (10%)

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 synchronous class; while I will take attendance, simply showing up to synchronous class 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 during synchronous classes. Your voice and contributions are important to the rest of the class, and we want to hear from you. **You are permitted one undocumented and unexcused absences from synchronous classes throughout the semester.** For documented illness, technological issues, and religious holidays, you must submit an explanation and any supporting documentation to Canvas *before* the beginning of any given class you will miss. For major, unforeseen technological issues, you may submit your explanation within one day of the class you missed if it is not possible to submit before class. Assignments are still due on time unless I have approved alternate arrangements prior to your absence.

2. Notetaking: Each class day, one student will take careful notes of what happened during class in the class notes section of our Google Drive folder. Taking these notes provides a resource for absent students, helps the notetaker critically think about others' contributions, and helps others reflect on class material. We will agree on a notetaking schedule once the semester begins. Notes are due within 24 hours of the completion of a given class.

   - For synchronous classes: Take notes on key topics discussed, points raised, and other issues you felt were important. Try to capture all the essential components you felt were part of a given class.

   - For asynchronous classes: Read through everyone's blog entries and provide a general summary of the key points raised. Try to synthesize the blog posts in a meaningful way. If you are the notetaker on an asynchronous class day, notetaking replaces commenting on individual students' blogs.

3. Maintain a positive course environment: Listen respectfully, ask respectful questions, and actively participate. You play a critical part in maintaining an inclusive classroom climate. You must participate in both synchronous and asynchronous parts of the course; if you feel uncomfortable participating, please reach out to me so we can figure out a way for you to be engaged.

   - For asynchronous classes: Read and comment on others' blog entries within 30 hours of the post deadline (i.e., Wednesday at 5PM for blogs due Tuesday at 11AM). **Provide substantive and engaging comments on at least two other blogs.**

<u>Evaluation:</u> 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 written components to policy day: a group data report and an individual briefing paper.

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 a 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 double spaced page summary and one double spaced page analysis covering the two interviews. The analysis should focus on the public policy and lasting impacts of the case. In addition, your data report will include a minimum one double spaced page description and analysis of the data you found and why it is relevant to your case and to the public policy problem. 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 appendicies (save footnoted citations). Provide APSA style citations in footnotes; citations do not count toward the word limit.

4. Policy Day Schedule: Your briefing paper and data report are due on 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:

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

Community Experiences (5%)

The course includes several short assignments and surveys 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.

Evaluation: Short assignments should be turned in on Canvas.

Assignments will generally be evaluated using these criteria:

- 95: completes the assignment in full. 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. 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 a 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

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.

We had a great collaborative opportunity planned to visit and work with OYC members and to learn from them over several days. Unfortunately, with the course being online, I have improvised a bit, and tried to develop a meaningful experience online.

Flexibility is key for successful engagement with the community. Even though we will not work in-person with OYC, we are still going to dedicate several days to developing training materials that will be delivered to OYC youth members on how to best address environmental injustice issues in their community.

We will work together as a class to learn about environmental injustice in St. Louis, meet the OYC, develop a plan for the training materials, and work together to complete them. I will devote approximately 3 synchronous class periods to this endeavor and adjust assignments during the time we are working on this project as needed so that we can produce a high quality product.

Your full attention and engagement is required for this project to be effective!

Research Article (58%)

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 put the whole article together. You will not conduct empirical analysis for a results section. 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 (6%):
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 revise your research question after we discuss it in class, and you will also receive peer 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 (12%):
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 or references section. 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.

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 (15%):
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 before your theory section. You need not include your annotated bibliography.

<u>Evaluation:</u> 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 (15%):
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 a primary and an alternative research design. The primary design should be the absolute best and most appropriate research design regardless of time or money. You should supplement this discussion by specifying a plausible research design that you could conceivably carry out using existing empirical data. Your research design should be at least three to five pages not including references, and should first 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, but most students will include these two units of analysis, one as their primary research design and one as an alternative research design.

- 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

Research Article (10%):
Your research article should combine revised versions of your literature review, theory, and research design sections along with an abstract, introduction, and conclusion. You can choose to insert a "results" section describing what you expect to find if you had completed the analysis. Your research article should be at least twelve pages, not including references, and read like a cohesive manuscript. You should edit and revise all parts of your article as best as possible (I know you are under a time constraint!).

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 Research Design	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
Results Section	+5 +2	0	