



Political Science 300

Countries that are Growing — Development and Stability

June 14-July 16, M-F 11-12:35

William O'Brochta¹: obrochtawj@wustl.edu (office hours Tuesday, 11AM-1PM on Zoom and by appointment)

This Syllabus is designed for a 30 student seminar.

Course Description: How can people engage with issues of inequality and discrimination to improve their lives? Civilization is plagued with problems health, poverty, instability, and lack of voice that people are working to address. We explore problems and solutions by studying countries that are growing and developing (frequently termed developing countries). We explore the politics of development and stability with a special emphasis on comparing and contrasting development issues abroad with those in the United States. Our focus will encapsulate theories and results from American and Comparative politics and International Relations, and we will emphasize the public policy and local community relevance of our work. No prerequisites.

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 through Canvas).

Course Objectives:

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

1. Describe what it means for a country to be developing and compare and contrast ways in which development is measured.
2. Critically analyze approaches to studying the politics of development.
3. Connect different development issues to identify common problems and solutions.
4. Investigate how identity-based groups are particularly impacted by development and propose ways that such groups can be empowered.
5. Given situational factors, use theory to predict how political participation could improve development or lead to instability.
6. Apply your knowledge about development abroad to the United States, including personal and community engaged situations and public policy.
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.

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

²A 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	July 2	15%
Community Experiences	Various	5%
Research Article		58%
Research Question	June 18, 21	6%
AB/Literature Review	June 28	12%
Theory	July 6	15%
Research Design	July 12	15%
Research Article	July 16	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.

³The 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/self review and blogs. Assignments due: Peer/self 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

Common Approaches to Development

June 14: What is development?

- Format: Synchronous
- Goal: Introduction to the course, what is development?
- Assignments Assigned: Beginning-of-course survey.

June 15: Colonial Legacies

- Format: Asynchronous
- Reading Question (blog due, pick a country context to focus on⁵): What responsibilities do high income countries have to improve development in lower income countries? Why?
- Reading Due: Hoover Green, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps." (Read this first!)
Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *The American Economic Review* 91(5): 1369-1401. (This article is long — practice the reading skills you learned from Hoover Green; see my blog post and annotated reading)

June 10: Foreign Aid. What are research questions?

- Format: Synchronous
- Reading Due (blog for Easterly and Pfutze, blog comment for 6/15 blog): Baglione, Ch. 2. Easterly, William, and Tobias Pfutze. 2008. "Where Does the Money Go? Best and Worst Practices in Foreign Aid." *Journal of Economic Perspectives* 22(2): 29-52.
- Assignments Due: Beginning-of-course survey.
- Assignments Assigned: Community development profile — think about the identities present in your community (however you define "community"). Look up and write down statistics about ethnic, religious, gender, national identity, and any other identities you think are relevant. Then, describe what you would consider your communities' common identity in a paragraph. Next, do a little research about development projects in your community that may positively impact one or more of these groups (i.e., roads, schools, health programs). Write a paragraph about one of these programs and how it would positively impact one or more identity-based groups. Submit to Canvas.
- Optional Short Article: Winters, Matthew S., Simone Dietrich, and Minhaj Mahmud. 2017. "Perceptions of Foreign Aid Project Quality in Bangladesh. *Research & Politics*, 4(4): 1-6.

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

⁵See the blog assignment description for details.

June 17: Democracy as a Solution?

- Format: Asynchronous
- Reading Question: How is democracy supposed to lead to economic growth? Does it?
- Reading Due (blog): Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *The American Political Science Review* 87(3): 567-576.
Doucouliagos, Hristos, and Mehmet Ali Ulubasoglu. 2008. "Democracy and Economic Growth: A Meta-Analysis." *American Journal of Political Science* 52(2): 61-83 (just get the main ideas).
- Optional Short Article: Driscoll, Jesse, and F. Daniel Hidalgo. 2014. "Intended and Unintended Consequences of Democracy Promotion Assistance to Georgia After the Rose Revolution." *Research & Politics*, 1(1): 1-13.

June 18: Development in the United States

- Format: Synchronous
- Reading Due: None; blog comment from 6/17.
- Assignments Due: Research Question and Paragraph, Community Identity Profile, Acknowledge Academic Integrity Policy.

June 21: Finding Sources and Writing Literature Reviews

- Format: Synchronous
- Goal: Annotated Bibliography and Literature Review.
- Reading Due (no blog): Baglione, Ch. 3 and 4.
- Assignments Due: Research Question rewrite.

Development Issues and Groups

June 22: Ethnicity and Public Goods

- Format: Asynchronous
- Reading Question: Should ethnic group leaders help to produce public goods for co-ethnic citizens?
- Reading Due (blog due): Baldwin, Kate. 2019. "Elected MPs, Traditional Chiefs, and Local Public Goods: Evidence on the Role of Leaders in Co-Production From Rural Zambia." *Comparative Political Studies* 52(12): 1925-1956.
- Assignments Due: Research Question peer/self review
- Assignments Assigned: Field observation — Attend an event focused on improving development in your community. The event can be live or recorded and should last at least an hour. The topic of the event is up to you; potential ideas include: a club meeting for an after school

tutoring program, a community meeting about problems in your neighborhood, a local government meeting focused specifically on development issues (i.e., infrastructure committee), and a town hall meeting of a local non-profit health organization. The specific event is up to you, but it must related to community development in a meaningful way. 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 about the meeting and a one paragraph reflection on how local development in your community is different from development in other country contexts to Canvas.

- Note: Policy Day group assignment.
- Optional Short Article: Goist, Mitchell, and Florian G. Kern. 2018. “Traditional Institutions and Social Cooperation: Experimental Evidence from the Buganda Kingdom. *Research & Politics*, 5(2): 1-9.

June 23: Gender and Health

- Format: Synchronous
- Reading Question: What is it about women’s representation that improves health outcomes? Think of some specific factors.
- Reading Due (blog on Westfall and Chantiles, blog comment from 6/22): Htun, Mala. 2004. “Is Gender like Ethnicity? The Political Representation of Identity Groups.” *Perspectives on Politics* 2(3): 439-458 (skim and look at the figures to understand the difference between quotas and reservations).
Westfall, Aubrey, and Carissa Chantiles. 2016. “The Political Cure: Gender Quotas and Women’s Health.” *Politics & Gender* 12: 469-490.

June 24: Religion and Education

- Format: Asynchronous
- Reading Question: What role (if any) should private and private religious schools play in increasing educational opportunities?
- Reading Due (blog due): Osorio, Juan Carlos Parra, and Quentin Wodon, eds. 2014. *Faith-Based Schools in Latin America: Case Studies on Fe y Alegria*. Washington, DC: The World Bank (choose one of chapters 2, 3, or 4 to read).
- Assignments Due: Field observation.

Country-Level Features and Development

June 25: Natural Resources

- Format: Synchronous
- Reading Question: You are the President of a country that has just discovered a lot of a natural resource (choose one: oil, minerals, wind, timber, water, etc.). What are the first things you would do after learning about this discovery? Why?

- Reading Due (blog due, pick a new country context to focus on⁶, blog comment from 6/24): Venables, Anthony J. 2016. “Using Natural Resources for Development: Why Has it Proven so Difficult?” *Journal of Economic Perspectives* 30(1): 161-184.
- Assignments assigned: Midterm survey (on Canvas).

June 28: Literature Reviews and Theoretical Arguments

- Format: Synchronous
- Reading Due (no blog): Baglione, Ch. 5.
- Assignments Due: Literature Review.

June 29: Government Corruption

- Format: Asynchronous
- Reading Question: Why are people willing to pay bribes to receive government services?
- Reading Due (blog due): Bertrand, Marianne, Simeon Djankov, Rema Hanna, and Sendhil Mullainathan. 2007. “Obtaining a Driver’s License in India: An Experimental Approach to Studying Corruption.” *The Quarterly Journal of Economics* 122(4): 1639-1676.
- Assignments Due: Literature review peer/self review.
- Optional Short Article: Buntaine, Mark T., and Brigham Daniels. 2020. “Combining Bottom-Up Monitoring and Top-Down Accountability: A Field Experiment on Managing Corruption in Uganda. *Research & Politics*, 7(3): 1-9.

June 30: Building Government Capacity

- Format: Synchronous
- Reading Question: How can technology help and hurt government capacity? Does technology promise a long term answer to improving development?
- Reading Due (blog due, blog comment from 6/29): Grossman, Guy, Macartan Humphreys, and Gabriella Sacramone-Lutz. 2014. “I wld like u WMP to extend electricity 2 our village: On Information Technology and Interest Articulation. *The American Political Science Review* 108(3): 688-705
- Assignments Due: Midterm survey (on Canvas).
- Note: In-class preparation for Policy Day.
- Optional Short Article: Friere, Danilo, Manoel Galdino, and Umberto Mignozzetti. 2020. “Bottom-Up Accountability and Public Service Provision: Evidence from a Field Experiment in Brazil. *Research & Politics*, 7(2): 1-8.

⁶See the blog assignment description for details.

June 25: Decentralization

- Format: Asynchronous
- Reading Question: To what extent is development a political construct, i.e., do political leaders make development a more political issue than it needs to be?
- Reading Due (blog due): Herrera, Yoshiko. 2005. *Imagined Economies: The Sources of Russian Regionalism*. Cambridge: Cambridge University Press.

June 26: Policy Day Simulation

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

Citizens' Participation in Development

July 6: Theory and Research Design

- Format: Synchronous
- Reading Due (no blog): Baglione, Ch. 6 and 7.
- Assignments Due: Theory.

July 7: Representation

- *Format: Synchronous*
- Reading Question: What are ways in which people's interests get represented in government?
- Reading Due (blog due): Read one and skim the other: Arriola, Leonardo R., and Martha C. Johnson. 2014. "Ethnic Politics and Women's Empowerment in Africa: Ministerial Appointments to Executive Cabinets." *American Journal of Political Science* 58(2): 495-510.
Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55(3): 399-422.
- Assignments Due: Theory peer/self review.

July 8: Community Engagement Day

- Format: Asynchronous
- Reading Due (no blog): Work through online module.
- Assignments Due: Policy Day reflection survey (on Canvas), Community Engaged Project Ideas discussion (in Canvas module).

July 9: Protest and Community Engagement

- Format: Synchronous
- Reading Question: Given Hummel's setting, what conditions are necessary for you to decide to participate in collective action? Can you relate your conditions to those in Table 2?
- Reading Due (blog due): Hummel, Calla. 2017. "Disobedient Markets: Street Vendors, Enforcement, and State Intervention in Collective Action." *Comparative Political Studies* 50(11): 1524-1555 (Warning: formal theory. Do your best to understand it.)
- Assignments Due: Theory rewrite (optional)
- Note: Time to work on community engagement project.

July 12: Abstract and Introduction

- Format: Synchronous
- Reading Due (no blog): Baglione, Ch. 9.
- Assignments Due: Research Design.

July 13: Migration and Remittances

- Format: Asynchronous
- Reading Question: How can migration improve home country and host country development?
- Reading Due (blog due): Horst, Heather A. "The Blessings and Burdens of Communication: Cell Phones in Jamaican Transnational Social Fields." *Global Networks* 6(2): 143-159.
- Assignments Due: Research Design peer/self review.

July 14: Civil War

- Format: Synchronous
- Reading Question: Are civil war and development inextricably linked? Or is there a way to engage in war without poverty or have poverty without war?
- Reading Due (no blog due, blog comment on 7/13 blog): Justino, Patricia. 2012. "War and Poverty." Working Paper. Brighton, UK: Institute of Development Studies.

July 15: Community Engagement Day

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

July 16: Research Article Roundtable

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

July 20: 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. 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.
2. Changing Contexts: Choose one country you consider to be developing (based on whatever measures you wish)⁷ and keep up with news on development in that country.⁸ Choose one country to follow from the beginning of the course until June 24 and then select a different country to follow from June 25 to the end of the course. In any given blog post, think critically about how the reading might apply in the country context you chose. For example, if I chose North Macedonia, in the first blog post for the June 15 reading, I would think about how colonialism has impacted development in North Macedonia. North Macedonia was last colonized by the Greeks thousands of years ago, so I might instead talk about how the Soviet Union resulted in similar limits on economic growth. The goal here is to apply the concepts of the reading to other country contexts.
3. Reflection: what did you think of the reading? How does it relate to your life experiences, current events, or other thoughts you had? Include reflections and questions you had about the reading in your blog.

Submission and Evaluation: 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

⁷You can use <https://random.country> for ideas if you like.

⁸Try to find a newspaper or news website in your chosen country to follow.

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. 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). Each time you should provide a blog comment is indicated in the syllabus. **You should provide a comment on at least one blog.** Your comment should answer the question: "what is the most original idea presented in this blog post, and how can it be enhanced or improved?" Each blog comment should be 3 to 5 sentences. The idea is to meaningfully engage with others' blogs; hence, I am asking you to provide only one blog comment

each time you are asked to comment, but that blog comment needs to be well-thought out.

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 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: Discuss the topics you are examining in your research article with the members of your group. Considering all of the group's research article topics, choose one topic that accommodates everyone in your group's topic as best as possible. For example, if one group member is writing a research article about ethnic representation, one is writing about women's protests, and one is writing about health outcomes, then a common topic might be gender quotas and health outcomes. Sometimes finding a common topic is difficult; just do your best.

Once you have a common topic, you need to search to find quantitative data that somehow relates to that topic. Continuing the example, you might examine data on gender quotas and health outcomes discussed in Westfall and Chantiles (2016). Your group is responsible for finding and analyzing appropriate data sources. These data sources include public opinion polls and geographically defined statistics (like country-level data), among other sources. You should rely on existing data sources; do not collect your own data by surveying anyone or creating a new dataset. Finding data may be harder for some groups than others: you are being evaluated based on finding the most appropriate data and analyzing it, so I understand if the data you end up analyzing is not "perfect."

After finding relevant data, analyze it by producing charts, graphs, or relevant statistics. This project is not asking you to conduct statistical analysis of any kind, just to visually represent your data in order to say something meaningful about your group's topic. For example, I might calculate health outcomes for countries that have a female country leader versus countries that have a male country leader and think about why health outcomes may

be different in this context.⁹

Then, create an infographic that displays your data analysis in a visually appealing way. Your infographic should tell a compelling story about what is going on in the data, and it should be visually appealing and easy to understand. Feel free to consult infographics available online for inspiration and to use online infographic creation software like Canva if you like. There are few parameters (other than the rubric) about exactly what analysis you present or exactly how the infographic looks. Your group should upload a PDF of the infographic to Canvas. The data report is due on Policy Day.

3. Briefing paper: Take the main finding from your individual research article (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.¹⁰ 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 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.

⁹Be careful in interpreting what your data shows. In this case, countries with female leaders might have better health outcomes because more developed countries are more likely to choose female leaders! Only a statistical analysis could control for these factors.

¹⁰To be clear: your briefing paper is about *your* research article topic, but the group data report is about a topic common to all group members. Hence, the topic of your briefing paper and the topic of your group's data report may be the same or may be different; either way is fine.

- (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
The infographic is visually appealing	5 4	3 2	1 0
Relevant empirical data is discussed (and data sources are mentioned)	10 8	6 4	2 0
Data is visualized effectively	5 4	3 2	1 0
Text shows that the authors clearly understand the data analysis	5 4	3 2	1 0
The infographic can be fully understood without further explanation (i.e., it can stand on its own)	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 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

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 development best practices 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.

This project is already ongoing; a previous class has created a framework for an environmental racism training for the OYC members. Our goal in this course is to further develop this training and the associated training instructor guide in order to really explain the theoretical background behind the training and why it is effective.

Given that our course is fully online, I have had to improvise a bit to develop a meaningful community engaged experience. We had a great collaborative opportunity planned to visit and work with OYC members and to learn from them over several days, but this cannot happen in an online

environment. 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 working on this project.

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 class periods (including both synchronous and asynchronous time and online modules) 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.**

Length: You are writing what is usually called a “short research article” where the total length (excluding title page/abstract and references) should be no longer than 10 double spaced pages. The reason for this is simple: we are focusing on writing *quality* not writing *quantity*. By asking you to write a full length research article (usually 35 pages plus references), some of our intense focus on quality would be lost. You will also note that this is a larger class and that there are many opportunities for instructor feedback. I can provide more and better advice about improving your writing if your article is shorter rather than longer.

We will spend time in class discussing what goes into short research articles and how they differ from longer articles. To help give you a better idea, I have included several optional readings throughout the course that are in a short article format. I strongly encourage you to look at these articles for inspiration on how to shorten your writing. Note — of course — that these optional readings include (and often focus on) results sections, not theories, literature reviews, and research designs. So, be sure to follow each rubric’s guidelines to ensure that you are meeting all the requirements.

Formatting: All research article components should be double spaced with 1 inch margins in Times New Roman font. Do not include a header with your name, date, class, and professor information. Include only one line with the title for that assignment (i.e., for your literature review your title might be “Three Explanations of Women’s Health Development”).

Process: You will go through basically the same process for each article component:

1. Turn in the article component to Canvas on the day listed.
2. Peer Review: After you turn in each article component, you will be assigned to provide a peer review for a partner. Peer review is one of the best ways to get feedback about your work, so you should take the peer review seriously and be as helpful as possible. Additional instructions will be provided in a separate handout, but you need to complete the rubric, leave comments on specific rubric items, and leave overall comments and suggestions to conduct a successful peer review. Peer reviews will be assigned and completed using the Peer Review function on Canvas.

3. Self Review: In addition to your peer review, you will complete a self review using the same rubric that your peers and I use to evaluate your work. The purpose of the self review is to identify parts of the assignment where you had questions, parts you know you need to work on, and parts you did well in order to create a roadmap to revise your work moving forward. Remember that each new submission builds on the previous one, so you are expected to revise your work accordingly. We will complete self reviews in Canvas. Canvas does not allow me to assign a Peer Review to yourself, so please bear with me as we implement some kind of work around.

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 related to development in developing countries.

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 two 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 pages not including references, but you should also include a revised literature review before 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
has a “flow diagram” visual	5 4	3 2	1 0
explicitly walks through each step of the “flow diagram” 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 three 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 ten pages, not including the title page with your abstract and your references, and read like a cohesive manuscript. You should edit and revise all parts of your article before submitting.

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. Put your abstract as part of your title page.
- 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. One page.
- 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. One page.

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	