



Course Subject, Number, and Title:

v. 9/2/25

Political Science 182: Introduction to Comparative Politics (Honors)

Meeting Time and Location: Fall 2025, Tues. and Thurs. 9:30- 10:45 am, STERLING 2335

Canvas Course URL: <https://canvas.wisc.edu/courses/471806>

Credits: 3

Course Designations and Attributes: Seminar, Communication Part B

Breadth - Social Science, Level – Elementary, Honors - Honors Only Courses (H)

L&S Credit - Counts as Liberal Arts and Science credit in L&S, Fulfills General Education, Communications Part B requirement

Requisites: Declared in an Honors program. Not open to students with credit for Poli Sci 120

Instructional Mode: In-Person

How Credit Hours are met by the Course:

Traditional Carnegie Definition – This class meets for two 75-minute class periods each week over a semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 7 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Regular and Substantive Student-Instructor Interaction: 1) Participation in regularly scheduled learning sessions (in-person class meetings); 2) Personalized comments on individual student assignments (paper proposals, presentation slides, and a final paper); 3) Office hour meetings.

Teaching Staff:

Yoshiko M. Herrera, Professor, Department of Political Science,

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Preferred contact and Availability: yherrera@wisc.edu, 414 North Hall

Drop-in (*no appt. needed*) office hours: Tuesdays 1:30-3:00 or by appointment via

Calendly: <https://calendly.com/ymherrera/office-hours>

Monika Komer, Ph.D. Graduate Student, Department of Political Science,

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Drop-in (*no appt. needed*) office hours: Tuesdays 11:00-12:00 or by appointment

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

Introduction to Comparative Politics, one of the four sub-fields in Political Science, which involves the comparative analysis of political institutions, processes, and outcomes at the national level. Examines how to usefully compare politics in a variety of countries and makes comparisons explicit and systematic in order to determine how governments work, how power is organized and contested at the national level, and how people can participate and pursue their interests in different political settings. Includes key concepts, theories, methods, and country case studies.

Learning Outcomes:

1. Gain knowledge about politics in different countries, including differences in democratic and non-democratic rule, differences in political institutions, economic policies, social cleavages, and salient contemporary political issues across countries.
2. Learn about concepts and theories from political science used in the study of politics in different countries.
3. Learn about different methodological approaches in studying politics, including how to develop a causal research question, and how comparisons of cases can be useful for testing theories.
4. Develop research and writing skills by working throughout the term on a research paper:
 - a. Learn to formulate a causal research question and hypotheses;
 - b. Identify and make skillful use of relevant, reliable, and high-quality research sources appropriate to Comparative Politics;
 - c. Learn the process of writing an academic research paper, including brainstorming, outlining, drafting, incorporating feedback, and revising.
5. Develop communication and presentation skills by engaging in class discussion and presenting research at the end of the semester.

Additional Course description:

This course is an introduction to some of the key concepts and theoretical approaches in the comparative politics subfield of political science, and to politics in select countries.

Comparative politics is the study of politics *within* countries (whereas international relations is the study of interactions *between* countries). Prompted by real-world events and puzzles, comparativists investigate broad theoretical questions such as: How and why do countries democratize (or not)? What are different ways that states organize politics, i.e., how do they differ in terms of party systems, electoral rules, presidential powers, etc.? What is the relationship between the economy and the political system?

We will spend about half of the semester focusing on key concepts in comparative politics, and the final half studying those concepts in a sample of countries. The eight countries that we will study in depth are the United Kingdom, India, South Africa, Mexico, China, Iran, Russia, and Ukraine. These represent many regions of the world and range from authoritarian regimes to newly democratic states and long-established democracies. The overall objective of the course

is to give students grounding in the basic tools of comparative political analysis so that you can better understand world events and politics in countries around the world.

This is an honors seminar and it will be based on student-centered discussion rather than lectures. Reading is essential for full participation in discussions and students will be asked to orally discuss and explain concepts from the readings in class. In addition, this course fulfills the Communication-B course requirement and as such includes substantial instruction in writing and other forms of communication, namely oral discussion, online public commentary, and a formal presentation. Students will work on a series of structured writing assignments related to an original final research paper and presentation. In addition, students will formulate discussion questions and comment on other students' questions, as well as take online readings quizzes before most class meetings. There will be an in-class mid-term and an *optional extra-credit* final exam.

REQUIRED TEXTBOOK & OTHER COURSE MATERIALS

- O'Neil, Patrick, Karl Fields, and Don Share. **2023**. *Cases and Concepts in Comparative Politics, Third Edition*. W.W. Norton and Co.
 - This book can be purchased in 3 ways: **1) via the Engage program using Canvas (this should be the most discounted price)**; 2) via the Norton website; 3) paperback at the University Bookstore
- Norton Website: <https://wwnorton.com/books/9781324061854>
 - Ebook: 978-1-324-06191-5 (\$49.95)
 - Paperback: 978-1-324-06185-4 (\$106.25)
- In addition to this book, all assigned readings are available on the Canvas. Films will also be available online; most are free, but some might have a small fee.

GRADING

Summary of course requirements and grading (see details below)

I.	Discussion questions and comments	2%
II.	Inquisitive quizzes (can be retaken)	3%
III.	Reading quizzes	15%
IV.	Participation in discussion of readings	15%
V.	Mid-term exam (and optional final exam)	15%
VI.	Paper components 1-5	25%
VII.	Final Paper	20%
VIII.	Final Research Presentation	5%
		100%

Grade scale (Grades are not curved):

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

ABSENCE, MAKE-UP, AND LATE-WORK POLICY

Absences will be excused due to religious conflicts, medical issues, or university-related business.

1. Absence must be excused: Contact teaching staff by email as soon as possible if you anticipate missing a class or assignment.
2. With an excused absence, missed class participation will be excluded from grade.
3. Online quizzes and other assignments must be submitted online by normal due date, unless the reason for the excused absence precludes doing the work by the normal deadline (e.g. medical reason). In this case, an alternative assignment will be accepted up to one week beyond the excused absence period. Any work not turned in one week beyond the excused period will not be accepted.
4. Late assignments will be marked down.

ACADEMIC INTEGRITY STATEMENT,

See <https://conduct.students.wisc.edu/academic-misconduct/>. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are misconduct which may result in disciplinary action, including, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

- **Artificial Intelligence (AI) including Copilot, DALL-E, ChatGPT, and others may not be used to write any part of your assignments.**
 - This includes summaries of any texts on any assignments.
 - Keep your notes in case there are questions and you need to show your work.
 - **If you have any questions about what counts as a violation of this policy, you should contact the teaching staff for clarification.**

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

ACADEMIC POLICIES AND STATEMENTS:

See this link <https://guide.wisc.edu/courses/#syllabustext> for links to other policies including Diversity and Inclusion, Teaching and Learning Data Transparency, Privacy of Student Records and the Use of Audio Recorded Lectures Statement, Campus Resources for Academic Success, Course Evaluations and Digital Course Evaluations, Students' Rules, Rights and Responsibilities, and Academic Calendar and Religious Observances.

SUMMARY CLASS SCHEDULE

Week	Date	Seminar Topics	Assignments*
1	Thu. Sept. 4	Introduction + What is Comparative Politics	
2	Tue. Sept. 9	States	Quizzes, DQ, comment
	Thu. Sept. 11	Nations and Society	Quizzes, DQ, comment
3	Tue. Sept. 16	Political Violence	Quizzes, DQ, comment
	Thu. Sept. 18	Library presentation	Paper 1: Concept and Countries
4	Tue. Sept. 23	Political Economy	Quizzes, DQ, comment
	Thu. Sept. 25	Communism	Quizzes, DQ, comment
5	Tue. Sept. 30	Democratic Regimes	Quizzes, DQ, comment
	Thu. Oct. 2	Non-Democratic Regimes	Quizzes, DQ, comment Paper 2: Variable of interest & Data Sources
6	Tue. Oct. 7	Developed Democracies + Developing Countries	Quizzes, DQ, comment
	Thu. Oct. 9	Midterm exam	In-class exam
7	Tue. Oct. 14	UK	Quiz, DQ, comment
	Thu. Oct. 16	UK	Quiz, DQ, comment Paper 3: Causal Research Question & Hypotheses
8	Tue. Oct. 21	India	Quiz, DQ, comment
	Thu. Oct. 23	India	Quiz, DQ, comment
9	Tue. Oct. 28	South Africa	Quiz, DQ, comment
	Thu. Oct. 30	South Africa	Quiz, DQ, comment Paper 4: Sources for Hypotheses
10	Tue. Nov. 4	Mexico	Quiz, DQ, comment
	Thu. Nov. 6	Mexico	Quiz, DQ, comment
11	Tue. Nov. 11	China	Quiz, DQ, comment
	Thu. Nov. 13	China	Quiz, DQ, comment Paper 5: Full Paper Plan
12	Tue. Nov. 18	Iran	Quiz, DQ, comment
	Thu. Nov. 20	Iran	Quiz, DQ, comment
13	Tue. Nov. 25	Asynchronous work on paper (no class)	
	Thu. Nov. 27	Thanksgiving break	
14	Tue. Dec. 2	Russia	Quiz, DQ, comment
	Thu. Dec. 4	Ukraine	Quiz, DQ, comment
	Fri. Dec. 5	Optional Final exam, 3:00-4:30, room TBA	In-person exam
15	Tue. Dec. 9	Student Paper Presentations	Presentation Slides
	Wed. Dec. 10		Paper 6: Final Paper

* Discussion questions due by 7pm on the Monday or Wednesday before class

* Comments & quizzes are due online by start of class for each class period as noted above

* Textbook concept chapters have "inquisitive" quizzes which can be retaken

* Other quizzes are online on Canvas and cannot be retaken

Course Readings and Assignments

Week 1

Thurs., Sept 4: Introduction to the course: What is Comparative Politics?

- Textbook: ch. 1, Introduction, 2-23.
- Green, Amelia Hoover. "How to Read Political Science: A Guide in Four Steps," (2013): <http://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>

Week 2

Tues., Sept. 9: States

- Textbook: ch. 2, States, 24-53.
- Blaydes, L., & Grzymala-Busse, A. (2025). Historical State Formation within and beyond Europe. *World Politics*, 77(1), 205-222.

Thurs., Sept. 11: Nations and Society

- Textbook: ch. 3, Nations and Society, 54-87.
- Wimmer, A. (2017). Power and pride: National identity and ethnopolitical inequality around the world. *World Politics*, 69(4), 605-639.

Week 3

Tues., Sept. 16: Political Violence

- Textbook: ch. 5, Political Violence, 122-149.
- Laitin, D. D. (2007). *Nations, states, and violence*. Oxford University Press. ch. 1, 1-27.

Thurs., Sept. 18:

- Library presentation on how to find sources for a research paper

Due 9/18 by 11:59 pm: Paper 1: Concept and Countries

Week 4

Tues., Sept. 23: Political Economy

- Textbook: ch. 4, Political Economy, 88-121.
- Sinanoglu, S., Way, L., & Levitsky, S. (2025). Can Capitalism Save Democracy? *Journal of Democracy*, 36(3), 5-15.

Thurs., Sept 25: Communism

- Textbook: ch. 9, Communism and Postcommunism, 398-433.
- Sant'Anna, A. A., & Weller, L. (2020). The threat of communism during the Cold War: A constraint to income inequality?. *Comparative Politics*, 52(3), 359-393.

Week 5

Tues., Sept. 30: Democratic Regimes

- Textbook: ch. 6, Democratic Regimes, 150-185.
- Przeworski, A. (2024). Who decides what is democratic? *Journal of democracy*, 35(3), 5-16.

Thurs., Oct. 2: Nondemocratic Regimes

- Textbook: ch. 8, Nondemocratic Regimes, 368-397.
- Ziblatt, D. (2025, August 28). Warnings From Weimar. *Foreign Affairs*.
<https://www.foreignaffairs.com/germany/hitler-warnings-weimar-democracy-daniel-ziblatt>.
- Svulik, M. W., Avramovska, E., Lutz, J., & Milačić, F. (2023). In Europe, democracy erodes from the right. *Journal of Democracy*, 34(1), 5-20.

Due 10/2, by 11:59 pm: Paper 2, Variable of Interest and Data Sources

Week 6

Tues., Oct. 7: Developed Democracies and Developing Countries

- Textbook: ch. 7, Developed Democracies, 186-215.
- Textbook: ch. 10, Developing Countries, 492-523.

Thurs., Oct. 9: Midterm exam, in class

Week 7, United Kingdom

Tues., Oct. 14

- Textbook: United Kingdom, 216-249.
- State Opening of Parliament video
- Film: *Darkest Hour* (2017)

Thurs. Oct. 16

- Carreras, M., Irepoglu Carreras, Y., & Bowler, S. (2019). Long-term economic distress, cultural backlash, and support for Brexit. *Comparative Political Studies*, 52(9), 1396-1424.
- Dorey, P. (2025). 'Things Fall Apart, the Centre-Right Cannot Hold': the crises of British Conservatism since 1990. *British Politics*, 1-26.

Due 10/16, by 11:59 pm: Paper Component 3, Causal Research Question and Hypotheses

Week 8, India

Tues., Oct. 21

- Textbook: India, pp. 524-553.
- Film: *Gandhi* (1982)

Thurs., Oct. 23

- Varshney, A. (2022). How India's Ruling Party Erodes Democracy. *Journal of Democracy*, 33(4), 104-118.
- Suryanarayan, P. (2019). When do the poor vote for the right wing and why: Status hierarchy and vote choice in the Indian states. *Comparative Political Studies*, 52(2), 209-245.

Week 9, South Africa

Tues., Oct. 28

- Textbook: South Africa, 644-675.
- Film: *Long Night's Journey into Day* (2000)

Thurs., Oct. 30

- Everatt, D. (2024). The Long Decline of South Africa's ANC. *Journal of Democracy*, 35(4), 135-148.
- De Kadt, D., & Lieberman, E. S. (2020). Nuanced accountability: Voter responses to service delivery in southern Africa. *British Journal of Political Science*, 50(1), 185-215.

Due 10/30, by 11:59 pm: Paper Component 4, Sources for Hypotheses

Week 10, Mexico

Tues., Nov. 4

- Textbook: Mexico, 580-611.
- Film: *The Suffragists*

Thurs., Nov. 6

- Ríos, V. (2024). Why Mexico Is Not on the Brink. *Journal of Democracy*, 35(3), 57-68.
- Flores-Macías, G. A., & Zarkin, J. (2021). The militarization of law enforcement: Evidence from Latin America. *Perspectives on politics*, 19(2), 519-538.

Week 11, China

Tues., Nov. 11

- Textbook: China, 458-491.
- Video: How the Chinese Communist Party Works Links
- Video: China's Youth Unemployment

Thurs., Nov. 13

- Naughton, B. (2017). Is China Socialist? *Journal of Economic Perspectives*, 31(1), 3-24.
- Pei, M. (2020). China: From Tiananmen to neo-stalinism. *Journal of Democracy*, 31(1), 148-157.

Due 11/13, by 11:59 pm: Paper Component 5, Full Proposal (Question, Outcome of Interest, Hypotheses, and Sources)

Week 12, Iran

Tues., Nov. 18

- Textbook: Iran, 554-579.
- Film: *Persepolis* (2007)

Thurs., Nov. 20

- Boroumand, L. (2025). The Islamic Republic's War on Iranians. *Journal of Democracy* 36(3), 169-183.
- Shahi, A., & Abdoh-Tabrizi, E. (2020). Iran's 2019–2020 demonstrations: the changing dynamics of political protests in Iran. *Asian Affairs*, 51(1), 1-41.

Week 13

Tues. Nov. 25 and Thurs. Nov. 27

No Class, no quizzes – Asynchronous time to work on paper + Thanksgiving holiday

Week 14

Tues., Dec. 2: Russia

- Textbook: Russia, 434-457.
- Barany, Z. (2023). Armies and autocrats: Why Putin's military failed. *Journal of Democracy*, 34(1), 80-94.

Thurs., Dec. 4: Ukraine

- Popova, M., & Shevel, O. (2024). *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, Introduction 1-20.
- Grzymała-Busse, A. (2024). How Ukraine Divides Postcommunist Europe. *Journal of Democracy*, 35(1), 74-86.
- Film: *20 Days in Mariupol*, <https://20daysinmariupol.com>

Friday Dec. 5, 3:00-4:30 pm: Optional Extra-Credit Final Exam, location TBA

Week 15

Tuesday Dec. 9 by 9:00 am: Presentation slides uploaded to Canvas

Tues., Dec. 9: Student Paper Presentations in class

Due Wednesday 12/10, at 11:59 pm: Final Paper

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

I. Discussion questions and comments (2% of grade):

- Students should post 1 question, of no more than 50 words, for discussion to Canvas, by 7 pm on the day before class (Monday or Wednesday).
- In addition, students should comment on at least one other student's question by 9:00 am on the day of class.
- We will discuss a selection of these questions and comments in class.
- Questions should directly pertain to the course readings or films.
- Discussion questions and comments are credit/no credit. If they are posted on time and contain required content as noted above students will receive credit.

II. Participation in Discussion of Readings (15% of grade):

- This is a discussion-based class and active participation is essential. Attending class is the first step and is important, but is not full participation. Active participation means being prepared by doing the reading and thinking about the material so that you can ask and answer questions related to the course material. Students should have the readings nearby and available in order to aid in the discussion.
- We may call on a few students during each class meeting; you should be prepared to answer questions about each of the assigned readings.
- Students are expected to attend for the full class period; arriving late or leaving the session early will result in a lowered participation grade, unless you have a medical reason for needing to leave class, in which case, please let the teaching staff know.
- All students must meet with the TA at least once during the semester to discuss your final paper. Credit/no credit for this meeting will be added to the participation grade.

Class participation grades will be given 4 times during the semester, taking into account the previous few weeks of participation.

Grading rubric for each participation grade:

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

III. Reading Quizzes (15% of final grade):

- For most class sessions students will complete online reading quizzes, which will be done via the Canvas course website.
- “Inquisitives” are online reading quizzes that you can retake until you reach a your desired number of points. There is no time limit, but the quiz has to be completed before the relevant class.
- Other quizzes on readings and films are timed, 10 minutes, and can be taken only once. They **must be completed before the start of class on Tuesdays and Thursdays**. Quizzes are typically available about 5 days before they are due. Once you begin the quiz you have 10 minutes to complete it. For these reading quizzes, the lowest quiz grade for each student will be dropped.
- All quizzes are open book. The best way to prepare for the quizzes is to do the readings and watch the films, take notes on the main arguments of each article, and take the online practice quizzes for the textbook material.
- The grading rubric for quizzes is based on percent of correct answers, and uses the grade scale noted above.

IV. Mid-term and Final exam (15% of final grade):

- The mid-term exam will be one hour, in class on **Thursday Oct. 9**.
- The final exam is **optional and for extra credit**. It is scheduled for **Friday, Dec. 5, 3:00-4:30 pm, location TBA**. If you are unable to make this time and want to take the optional exam, please let me know.
 - If the final exam is higher than the midterm, it will be averaged with the mid-term (to bring up the mid-term grade).
 - If the final exam score is lower, it will not count, i.e. the final exam score will not decrease your grade.
 - If you have a perfect score on the midterm, the final exam will be extra credit if it is also perfect.
- The exams are cumulative and will consist of questions similar to those on the reading quizzes.
- The grading rubric for the mid-term and final exam is based on percent of correct answers, and uses the grade scale noted above.

V. Paper Components 1-5 (25% of final grade):

The goal of these assignments is to help you learn how to write an original research paper that 1) connects the theoretical material from the first half of the course with at least two of the country case studies, and 2) *investigates a causal research question*. The paper must be structured to address *one* of the following two types of questions:

- a) A causal question in the form of "why did X happen," e.g., What explains the rise of nationalism in India and China?
- b) A causal question in the form of "what are the effects of X on Y," e.g., What is the effect of sanctions on the authoritarian regimes in Iran and Russia?

Students will work on the paper through a series of structured proposals and a final paper:

Paper Component 1: Concept and Countries	3%
Paper Component 2: Variable of Interest and Data Sources in form of annotated bibliography	5%
Paper Component 3: Causal Research Question & Draft Hypotheses	5%
Paper Component 4: Sources for Hypotheses in form of annotated bibliography	6%
Paper Component 5: Full Proposal	6%
Total percent of course grade:	25%

Requirements of all paper components and the final paper:

- On every document you turn in, include your name, the date, and a **descriptive title** for the assignment.
- Use 12-point font, 1-inch margins, double-spaced
- All parts of paper should be posted as a PDF on the course website.
- Use APA citation style:
<http://researchguides.library.wisc.edu/c.php?g=177820&p=1170265>.

Examples:

Q1 **What explains** the rise of nationalism in India and China? [nationalism, China, India discussed in paper 1, full question formulated in paper 3]

- Dependent **variable of interest** (an outcome): rising level nationalism in India and China [paper 2 includes data to establish this is happening, give dates, places, etc.]
- Hypotheses [paper 3]:
 - H1. Populist rhetoric by elites and media bias led to rising nationalism in one or both countries;
 - H2. Growing economic inequality led to rising nationalism in one or both countries;
 - H3. Past violence in certain places led to rising nationalism in those places.

Q2 **What is the effect** of the sanctions on authoritarian regimes in Iran and Russia? [sanctions, Iran, Russia discussed in paper 1; full question formulated in paper 3]

- Independent **variable of interest**: sanctions against Iran and Russia [paper 2 includes data to establish these were put in place, give dates, type, places, etc.]
- Hypotheses [paper 3]:
 - H1. Sanctions significantly effect the economy in one or both regimes weakening one or both regimes.
 - H2. Sanctions delegitimize and weaken one or both regimes;
 - H3. Sanctions have no significant effect on one or both regimes;

Paper Component 1: Topic/concept, countries, and type of question

Length: 1-2 double-spaced pages

1. Include at the top of the page a descriptive title that describes the paper.
2. Choose one of the concepts/topics from the textbook, e.g., states, political economy, democracy, nationalism, etc.; could also be a concept within a textbook chapter, e.g., elections, voting, revolutions, etc.
3. Choose two of the eight country cases;
4. Choose one of the two types of research questions.
5. Write a paragraph or two describing the topic/concept, countries, and some causal questions you have about the concept (what explains... or what are effects of...)
6. Fill out survey on collaboration options

Paper Component 2: Variable of Interest and Data Sources

Length: 2-3 double-spaced pages

This component is an expansion of Paper component 1. Here you will focus on finding data on the concept that you identified in Paper component 1, both theoretically, and in the countries that you identified.

1. Include at the top of the page a descriptive title that describes the paper.
2. Include a descriptive paragraph of text on the variable of interest and the time and places that you are focusing on, e.g. description of sanctions against Russia after 2014 and sanctions against Iran since 2010, or nationalism in India and China in the 2010s.
3. Find 3-4 sources that discuss the topic of interest; these can include theoretical works that define the concept (e.g. sanctions or nationalism generally), and empirical work connecting the concept to a specific time or place (e.g. sanctions in Russia since 2014).
 - ***These sources should be organized as an annotated bibliography***, meaning full citations and 1-2 sentences following each source to explain why it is useful for the paper. For this paper component, you may use:
 - A. Academic books or journal articles (**see acceptable lists on Canvas**)
 - B. Reputable institutional websites that provide data, e.g. Freedom House, Institute for the Study of War, IMF, World Bank, etc. (**see acceptable list on Canvas**)
 - C. No book reviews, dissertations, or unpublished manuscripts.

Paper Component 3: Causal research question and hypotheses

Length: 2-4 double-spaced pages

Develop a specific causal research question and hypotheses. Proposal should explicitly include the following sections:

1. Include at the top of the page a descriptive title that describes the paper.
2. A causal research question (of 1 of the 2 types noted above)
3. A paragraph on the outcome (DV) for type 1 question OR on the independent variable (IV) of interest which has hypothesized effects for question type 2
4. 2-4 numbered hypotheses, which are possible answers to your question. Each hypothesis might or might not ultimately be correct; it will depend on what evidence you find. The hypotheses must be "falsifiable" and formulated to answer your research question
5. A bibliography for any sources cited (does not count as part of page limit)

Paper Component 4: Sources for Hypotheses (annotated bibliography)

Length: 2-4 double-spaced pages

1. Include at the top of the page a descriptive title that describes the paper.
2. A causal research question (of 1 of the 2 types noted above)
3. A summary statement (a few words) on the variable of interest, and a summary list of the hypotheses (one short sentence). This text forms the outline of the paper, which will be then supplemented by the sources (see below).
4. This discussion of sources **must be in the form of an annotated bibliography** and must include full citations and 1-2 sentences following each source to explain why it is useful for the paper. The sources should be organized according to the sections of the paper, i.e., the variable of interest, hypothesis 1, hypothesis 2, etc.
5. This annotated bibliography must include a minimum of 10 academic sources, of which
 - a. At least 2 books from top academic presses (see acceptable list on Canvas)
 - b. At least 2 general political science journals (see acceptable list on Canvas)
 - c. Academic data websites or substantive news magazine articles, only if they are on the accepted lists on Canvas.
 - d. Remainder can be regional or area-specific journals (peer-reviewed academic articles from social science journals)

See information on Canvas for updated specific lists of sources that will count towards the above requirements

- Ask if you are unsure or want a source added to the list
- No book reviews, dissertations, or unpublished manuscripts

Paper Component 5: Full Proposal (Question, Hypotheses & Sources)

Length: 2-4 double-spaced pages

This paper component is a compilation and revision of the previous 4 paper components. It should include the following elements:

1. Include at the top of the page a descriptive title that describes the paper.
2. A section in prose text (words in paragraphs) with the following sections:
 - a. A causal research question (of 1 of the 2 types noted above)
 - b. A paragraph discussing the variable of interest
 - c. A discussion of each of the hypotheses
3. Following the above summary of the paper, an annotated bibliography for the variable of interest and each hypothesis (minimum of at least 10 academic sources as noted above). This part is a combination of papers 2 and 4.

VI. Final Paper (20% of final grade)

- The final paper should be approximately 12-15 double-spaced pages, excluding citations.
- Include a title page with your name, date, and a title; use appropriate style for the title page. Also, include page numbers on the paper.
- Include a minimum of at least 2 top university press books and 8 academic articles (they can be different from the paper proposal).
- Sections should be labeled with sub-headings; suggested divisions are below:
 1. Introduction, stating the research question, a summary of possible different explanations (i.e. hypotheses) and a brief summary of the argument (1-2 pp.)
 2. Discussion of the outcome (DV) or independent variable of interest and evidence to establish the question (1-3 pp.)
 3. Evidence for and analysis of different hypotheses/explanations, i.e. pros and cons based on evidence for each possible hypothesis (7-10 pp.)
 4. Conclusion (1 p).
 5. Bibliography (not annotated) and any data appendices. Figures/tables don't count toward page limit.

Grading rubric for the final paper:

The paper adheres to requirements on the syllabus; contains title page, all 5 sections with headings, and is within page limit (15 double-spaced)	30%
Each element demonstrates thoughtful effort; no typos or errors; correct citation of sources, good word choice and tone	20%
The research question is clear and related to the course material	5%
Organized, analytical, discussion of relevant scholarly literature on the research question, which includes at least 10 academic sources as noted above	40%
Thoughtful use of evidence to support argument	5%
	100%

VII. Final Paper Presentation (5% of final grade):

This is an opportunity for you to share your work from the semester with your fellow students, and to develop presentation skills.

- Presentations will be in class on last day of class
- Presentations should consist of approximately 5 slides:
 1. Title slide (includes paper title plus full name(s), date, course name & number)
 2. Research question (and data on the outcome and/or background info)
 3. Hypotheses (possible explanations/answers to the question)
 4. Evidence for and against hypotheses
 5. Conclusion and summary of your argument
- Slides should use consistent style.
- You should add images or other relevant visual design elements where appropriate

Grading rubric final paper presentation & slides:

Content: Captures main points of research paper (question, hypotheses, and findings)	40%
Visual display of information: slide format, graphics, picture placement, text size, etc.	30%
Speaking: Engagement with audience & speaking style (audible, clear, eye contact with audience); stays within time limit	30%
	100%

GROUP WORK:

Students may choose to work in groups of up to 2 students on the proposals, the final paper, and the presentation. If you are interested in working in a group, indicate that in the survey that will be distributed. If you choose to work in a group:

- For each paper component, add an additional section to discuss how work has been or will be divided (or shared) by each student
- The final paper length can be longer (by up to 5 pages, i.e. 20 pages total); the additional pages should be in the hypothesis and evidence sections.
- Make sure the final paper is integrated, even though the paper has different sections, and different people might do more work on one or another of them. Make sure all sections are connected; each group member should read the entire paper to make sure all sections are integrated.
- In a separate document for the final paper, each group member should turn in a one-half page description of their own individual contribution and evaluation of others' contributions to the research paper.