

# **Research Seminar in International And Comparative Politics**

## **GVPT 808A Spring 2015**

Instructor: Professor Huth  
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Email: [phuth@umd.edu](mailto:phuth@umd.edu)  
Office Hours: Tuesday 10:00-12:00  
& by appointment

Seminar Meetings: Monday 12:30-3:15  
Seminar Location: Tydings 1111

### **Seminar Description**

This is a seminar in which students will develop, present, and complete a research paper on a topic broadly related to the study of international or comparative politics. The research topic and paper can serve the student's academic interests in a variety of different ways. For example, the paper may represent (a) an early draft of a chapter from the dissertation, (b) a first cut at taking several chapters from the dissertation and transforming them into a single article-length paper to be submitted for publication, (c) a draft of what will become a conference paper unrelated to the dissertation with plans to eventually submit for publication, and (d) an effort to develop and then produce a full draft of a paper that meets the general Departmental requirements of completing a research paper.

For some students this seminar is a logical follow-up to the GVPT 808b seminar in which a series of central topics and literatures in the study of international and domestic conflict behavior were discussed. However, 808b is not a pre-requisite for this seminar.

Given the varied reasons a student may have for writing a research paper at this time, the general goals of the seminar are as follows: (a) to enable students to gain direct experience in the design and execution of a research project that leads to a completed paper that has the potential to be published in academic outlets such as peer-reviewed journals, (b) to develop the student's skills and abilities in presenting and defending their research in a public setting before a group of academic peers, (c) assisting students in advancing their own research program through the development and completion of the research paper by the end of the semester, and (d) developing the students skills and abilities in offering constructive and professional advice and feedback on the research efforts of others.

### **Seminar Requirements**

1. Construct a list of readings and lead a seminar discussion in Section I of the seminar
2. Write up a research design paper (about 10 double-spaced pages) in Section II of the seminar (10% of overall grade)
3. Serve as a discussant in Section II of the seminar (10% of overall grade)
4. Serve as a discussant in Section III of the seminar (10% of overall grade)
5. Complete a draft of a research paper by the time of the presentation in Section III of the seminar (25% of overall grade)
6. Turn in a final draft of the paper on May 15 (25% of overall grade)
7. Actively participate in seminar discussions throughout the semester (20% of overall grade)

### **Seminar Reading Materials**

There are no required books that have been ordered, nor have articles and book chapters been placed on reserve at the library. Instead, students in consultation with Professor Huth will develop a reading list of key works to discuss in a seminar meeting during Section I of the course (see below). Students will be responsible for organizing the readings and making sure that the materials are made available to all seminar participants. If the readings are not available electronically, then copies will need to be made and placed in the GVPT main office well in advance of the upcoming seminar meeting.

## Seminar Schedule

January 26: No meeting as Professor Huth will be out due to surgery

### Section I: Background Readings and Discussion

**Overview:** For each meeting of the seminar we will focus on different topics based on the research interests and plans of the students. The seminar discussions will center on helping students address what they view as key questions and issues related to their research projects. As noted above, students will put together a reading list of key items that are tailored to meet his/her interests and objectives.

February 2: Seminar meeting to discuss what makes for an effective journal article. Students will read several articles that have received awards as “best articles of the year” to serve as background for the discussion.

Wallace, Geoffrey P. R. 2012. “Welcome Guests, or Inescapable Victims? The Causes of Prisoner Abuse in War.” *Journal of Conflict Resolution* 56 (6): 955–81.

Shortland, Anja, Katerina Christopoulou, and Charalampos Makatsoris. 2013. “War and Famine, Peace and Light? The Economic Dynamics of Conflict in Somalia 1993–2009.” *Journal of Peace Research* 50 (5): 545–61.

Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. “Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison.” *American Political Science Review* 105 (03): 478–95.

Cohen, Dara Kay. 2013. “Explaining Rape during Civil War: Cross-National Evidence (1980–2009).” *American Political Science Review* 107 (03): 461–77.

Ahlquist, John S., and Erik Wibbels. 2012. “Riding the Wave: World Trade and Factor-Based Models of Democratization.” *American Journal of Political Science* 56 (2): 447–64.

Beber, Bernd, and Christopher Blattman. 2013. “The Logic of Child Soldiering and Coercion.” *International Organization* 67 (01): 65–104.

February 9: Seminar meeting to discuss scholarly literatures related to student research topic

February 16: Seminar meeting to discuss scholarly literatures related to student research topic

February 23: Seminar meeting to discuss scholarly literatures related to student research topic

March 2: Seminar meeting to discuss scholarly literatures related to student research topic

March 9: No seminar meeting so that students can research and write in preparation for presentation following Spring Break

**March 16: No seminar meeting due to Spring Break**

## **Section II: Research Designs and Collective Feedback**

**Overview:** For each meeting of the seminar one or more student research design papers will be discussed in some detail. The student will begin with a 15 minute presentation of their research design which will be followed by the assigned discussant offering comments for 10-15 minutes. We will then open up the discussion to a general Q&A period for the remainder of the seminar. The research design papers are due the Friday before the seminar in which the student's research design is scheduled to be discussed.

March 23: Student presents research design and seminar participants provide constructive comments

March 30: Student presents research design and seminar participants provide constructive comments

April 6: Student presents research design and seminar participants provide constructive comments

April 13: Student presents research design and seminar participants provide constructive comments

### **Section III: Writing the Paper and Further Collective Feedback**

**Overview:** For each meeting of the seminar one or more of the student papers will be presented and discussed. The student will begin with a presentation of his/her paper that will run for about 20 minutes to be followed by comments from the assigned discussant for another 10-15 minutes. After that we will open up the seminar to a general Q&A period. The drafts of the paper are due on the Friday before the seminar meeting in which the student is scheduled to present his/her paper.

April 20: Research and writing week, no seminar meeting

April 27: Presentation of papers and feedback from seminar participants

May 4: Presentation of papers and feedback from seminar participants

May 11: Presentation of papers and feedback from seminar participants

**FINAL DRAFT OF PAPER DUE FRIDAY, MAY 15**