Course overview: Political equality is a normative ideal, and is thought to have positive consequences on citizens’ socio-economic outcomes such as income, health and education. As a result, many societies have sought to correct political inequality through various remedies, including electoral quotas. In this course, we will review what political inequality is, and examine how scholars have measured it, and studied its causes, effects and remedies. Our selective examination of the literature will focus on the cutting edge of the empirical literature on inequalities in political participation and representation, and will pay close attention to issues of measurement and causal inference.

Assignments and grading: The class grade will be based on:

• Active, informed class participation, for 20% of the class grade. Students are expected to have read the assigned works closely, and reflected on them, including possibly through discussing them with their colleagues before class. Please also read the week’s reading responses and referee reports, posted on Learn@UW.

• Three five page reading responses, for 10% of the class grade each. Responses should be critical syntheses of the week’s assigned readings, and must be posted on Learn@UW by 8 pm the day before class. Responses will form the basis for discussion. A sign-up sheet for these will be circulated in the first class.

• A referee report, for 10% of the class grade. These may be written on one of the starred readings, and should be posted on Learn@UW by 8 pm the day before the reading is discussed. See are.berkeley.edu/courses/ARE251/2004/assignments/RRGuidelines.pdf for advice on how to write a referee report, and http://chrisblattman.com/2012/01/18/how-to-referee-an-academic-paper/ for further leads.

• A draft 10-15 page NSF proposal and its presentation, for 40% of the class grade. Students should discuss their topics with me once by week 6, and a second time by week 11. Draft proposals are to be posted online on Learn@UW at 8 pm the before their presentation in the last two weeks of class. Proposals may be revised thereafter, and are due 5/15. The proposal will be graded on the quality of the thinking behind the project, rather than the statistical significance of preliminary results. Students are advised to read Przeworski, Adam and Salomon, Frank “The Art of Writing Proposals” at http://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/.

Disabilities: Students needing special accommodations to enable full participation in this
course should contact me during the first week of class. All information will remain confidential. You may, in addition to contacting me, contact the McBurney Disability Resource Center (www.mcburney.wisc.edu) at 1305 Linden Drive and 608.263.2741 regarding questions about campus policies and services.

A detailed class plan (subject to revision) follows.

**Week 1 (1/24): Introduction**

**Week 2 (1/31): What is political inequality? Do we need it? Why?**

**Week 3 (2/7): Measures**

**Week 4 (2/14): Causes—Economic inequality**
**Week 5 (2/21): Causes—Voter discrimination**


**Week 6 (2/27): Effects—Democratization**


**Week 7 (3/6): Effects—The Value of a Vote**


**Week 8 (3/13): Effects—Of voting**


Berry, Christopher, and Jacob Gersen. 2010. "Voters, Non-voters, and the Implications of Election Timing for Public Policy."


**Week 9 (3/20): Effects—Descriptive representation**


**Week 10 (3/27): Remedies—Altering participation**


**Week 11 (4/10): Remedies—Majority-minority redistricting**


**Week 12 (4/17): Remedies—Electoral quotas**


Chauchard, Simon. 2010. "Can the Experience of Political Power by a Member of a Stigmatized Group Change the Nature of Day-to-day Interpersonal Relations? Evidence from Rural India." (October).

**Week 13 (4/24): Representation without democracy**


**Week 14 (5/1): Class presentations**

**Week 15 (5/8): Class presentations**

Final NSF proposals due, 5/15