**POLS 150**

**COMPARATIVE POLITICS AND GOVERNMENT**

*Bienvenue, willkommen, benvenuto, baasunu.* Welcome to our introduction to comparative politics. In the next 15 weeks, we will explore several of the key concepts, theoretical issues and institutions of interest to students of politics as they are found in a number of countries across the globe. Some of you might have a basic familiarity with American politics. Some might even have taken a course in American government. Neither is required to do well in POLS 150. It is, however, a central aim of this course, indeed of this subfield of Political Science, to impart to you a better understanding of politics in your own country. We do this by looking at how things are in others. As Rudyard Kipling said so well in his ode to the Union Jack, “And what should they know of England who only England know?”

There is no central textbook Depending on the pace we keep through the schedule of topics/readings, you might be required to purchase one book for the final section of the course, which will – time permitting – engage with the “Global Century” initiative.

The major objectives of this course include:

* To introduce to you the issues, concepts and approaches to political analysis in this subfield of Political Science (you might note, of the four major subfields: American Politics, International Relations, Political Theory and Comparative Politics, the latter is the only one with a methodology in the title)
* To gain a better understanding of the nature of politics, its ubiquity, its influence on people’s lives and its capacity to transform them
* To observe what is happening “out there” and to equip you with the analytical and theoretical tools to make better sense of it
* To gain a rudimentary understanding of the very different ways in which political systems are organized around the world and the very different experiences people in/within them

Please note.

I reserve the right to alter the syllabus during the course of the semester when deemed necessary to meet course needs and objectives.

**COURSE REQUIREMENTS**

There are four areas of graded performance.

Class participation (10%)

Attendance in this class in not required *per se*. It has been my experience, however, that regular attendance is absolutely essential to secure a good grade. In addition, I do expect you to come to class prepared to engage the material in an informed and active way. You cannot do that, of course, if you do not attend. Regular and informed participation accounts for 10% of the final grade.

Quizzes (10%)

The quizzes will be short, relatively unannounced appraisals of your comprehension of the required reading, including *The Guardian Weekly*. (I say the quizzes are “relatively” unannounced because you will likely be given some indication of an approaching quiz.) The total number of quizzes will account for 10% of your total grade. If we find time to have 10 quizzes, which is my goal, each quiz will only account for but 1% of your final grade. They should not, therefore, add to your level of stress. They should, rather, encourage you to stay current with the reading and they should also help you to gauge how well you are doing with the text material. Past experience confirms that quiz grades can be a good predictor of test scores. The cost of a subscription to the Guardian Weekly should be in the neighborhood of $30 for the semester.

Tests/examination (60%)

There are THREE tests and an *optional* final examination. These account for 60% of your final grade. Tests 1-3 are worth 15% each. The final exam is cumulative and worth 15%. If you are satisfied your scores on tests 1-3, you have the option of not taking the final. If you choose not to take the final, the 15% will be spread across your grades for participation, tests and the papers (add 5% to each category).

Written assignments (2) 20%

There will be two written assignments required in this course. They will be relatively short analytical essays (3-4 pages) in which I ask you to employ one of the major concepts to a contemporary problem that emerges in the media as we proceed through the course. For example, should we read or see in the news that a military coup d’état (the overthrow of the government and perhaps the regime as well – those terms, you will learn, have quite different meanings, even though they tend to get used synonymously in public and even in scholarly discourse) has occurred in country X, I will ask you to assess the basic causal mechanisms or driving forces (the explanatory factors) that best help us to understand the event. This will require you to spend a couple of weeks investigating the background, familiarizing yourself with some the more relevant political history, the nature of the political system, the people, etc. This will make more sense after we have spent 2-3 weeks discussing some of the basic concepts and methods of political analysis.

Each essay will be worth 10% of your final grade.

Note. You are required to properly cite all your sources employing the American Psychological Association (APA). For more information on how to use the APA, consult the *Publication Manual of the American Psychological Association,* Fifth Edition or visit [APA Style.org](http://www.apastyle.org/) or what you might find even more helpful. The Bedford / St. Martins citation styles site, which includes the [APA style](http://www.bedfordstmartins.com/online/cite6.html). Failure to properly site sources of information is a violation of the academic integrity policy. (For more information on that policy see below)

**DATES, TOPICS AND ASSIGNED READING**

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| --- | --- | --- | --- |
| 8/25-27 |  | --- | Dahl and Stinebrickner, “Introducing Influence,”  \_\_\_\_\_\_, “What Is Politics?” |
| 8/30-9/3 | **Power**  Hill, “Power and Citizenship in a Democratic Society”  Young, “Violence against Power”  Ackerman and Duval, “Nonviolent Power in the Twentieth Century” | **The State**  O’Neil, “States” | **The State**  Rotberg, “Failed States in a World of Terror”  Chege, “Sierra Leone: The State that Came Back from the Dead” |
| 9/6-910 | **The State**  Fukuyama, “The Imperative of State-building” | **Regime**  Fishman, “Rethinking State and Regime” (428-34)  Lawson, “Conceptual Issues in the Comparative Study of Regime Change and Democratization” (183-188) | **The State and the Regime**  Dahl, ““What Political Institutions Does Large-Scale Democracy Require” |
| 9/13-9/17 | **The Nation**  Hobsbawm, “Ethnicity and Nationalism in Europe Today”  Prunier, “The Politics of Death in Darfur” | TBA | Test 1 |
| 9/20-9/24 | **Electoral Systems**  IDEA, “Overview” | **Electoral Systems**  IDEA, “The World of Electoral Systems”  Norris, “Electoral Engineering, Chapter 4” | **Party Systems**  Lipset, “The Indispensability of Political Parties”  Pollock,”The German Party System” (note the date on this article!) |
| 9/27-9-10/1 | **Party System**  Carbone, “The No Party System” | **Civil Society**  Hardin, “Tragedy of the Commons”  Putnam, “Bowling Alone”  Skim this article Lijphart. “Interest Groups – Pluralism vs Corporatism” | **Institutions**  Linz, “The Perils of Presidentialism” |

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| 10/4-10/8 | **Institutions**  Horowitz, ““Comparing Democratic Systems”  Lipset, “Primacy of Political Culture” | **Institutions**  Lijphart, “Constitutional Choices of New Democracies”  Linz, “Virtures of Parliamentarism” | **Presidents v. Prime Ministers**  Baylis, “Presidents versus Prime Ministers” Shaping Executive Authority in Eastern Europe” |
| 10/11-10/15 | **Political Culture**  Huntington, “Clash of Civilizations” | **Political Culture**  Lewis, “Historical Overview” (Of Islam)  Stepan and Robertson, “An ‘Arab’ more than ‘Muslim’ Electoral Gap | **Social Structure**  Kubba, “Awakening of Civil Society” |
| 1018-10/22 | Test 2 | **Conflict I (Ethno-national)**  Rachman, “The Disunited Kingdom”  Posner, “The Political Salience of Cultural Difference” | **Conflict II: (Civil Conflict)**  Leonard and Strauss, “The Causes of Civil Conflict in Africa” |
| 10/25-10/29 | **Regime Change**  Huntington, “The Third Wave of Democratization” | **Regime Change**  Schmitter and Karl, “What Democracy Is. . . and Is Not” | Lipset, ““Social Requisites of Democracy Revisited” |
| 11/1-11/5 | **State of the Third Wave**  Zakaria, “The Rise of Illiberal Democracy” | **Ideology I**  Giddens, “Conservatism: Radicalism Embraced” | **Ideology II**  Giddens, “Socialism: The Retreat from Radicalism” |
| 11/8-11/12 | **Ideology III**  Giddens, “Arnold Goodman Charity Lecture” | **Political Economy of the Welfare State: UK**  Driver and Martell, “Labour and the Welfare State” | **Political Economy of the Welfare State: UK**  Giddens, Hall, Gamble “Which Blair Project” |
| 11/15-11/19 | **Political Economy of the Welfare State: Germany**  Karsten. “Eucken’s “Social Market Economy…” | **Political Economy of the Welfare State: Germany**  Witt, “Germany’s “Social Market Economy: Between Social Ethos and Rent Seeking” | Test III |
| 11/22-11/24 | **Development**  Pavlich, ‘Re-Evaluating Modernization and Dependency in Lesotho” | **Development**  Kaufmann, “Corruption: The Facts” | **-----** |
| 11/29-12/3 | **Development**  Leonard and Strauss, “Debt and Aid” Righting the Incentives” |  |  |

THE FINAL WEEK OF CLASS IS BEING HELD OPEN FOR A FINAL ANALYTICAL TOPIC THAT ENGAGES WITH THE “GLOBAL CENTURY” INITIATIVE. MORE ON THIS AS THE INITIATIVE DEVELOPS…

**Academic Integrity Policy (Please read this section carefully)**

Academic integrity refers to the ethical standards and policies that govern how people work and interact in the academic enterprise at a college or university. These standards and policies attempt to do more than define and condemn what is wrong or unethical; they also attempt to provide a foundation for the mutual trust and individual responsibility necessary in a healthy academic community.

Almost all the types of academic dishonesty described below have to do with working with others or using the work of others. This is not to suggest that working with others or using their work is wrong. Indeed, the heart of the academic enterprise, learning itself, is based on using the ideas of others to stimulate and develop your own. In this sense, all academic work is collaboration, and therefore academic integrity focuses on those acts that demean or invalidate fruitful collaboration.

**B.  Types of Academic Dishonesty**

**Cheating.** Using or attempting to use unauthorized materials in any academic exercise or having someone else do work for you. Examples of cheating include looking at another student’s paper during a test, bringing an answer sheet to a test, obtaining a copy of a test prior to the test date or submitting homework borrowed from another student.

**Fabrication.** Inventing or falsifying information. Examples of fabrication include inventing data for an experiment you did not do or did not do correctly or making reference to sources you did not use in a research paper.

**Facilitating academic dishonesty.** Helping someone else to commit an act of academic dishonesty. This includes giving someone a paper or homework to copy from or allowing someone to cheat from your test paper.

**Plagiarism.** Using the words or ideas of another writer without attribution, so that they seem as if they are your own. Plagiarism ranges from copying someone else’s work word for word, to rewriting someone else’s work with only minor word changes (mosaic plagiarism), to summarizing work without acknowledging the source. (See the [Writing Center Guide to Documentation and Plagiarism](http://www.depauw.edu/admin/arc/writing_center/plag.asp) for further information on plagiarism.)

**Multiple submission.** Submitting work you have done in previous classes as if it were new and original work. Although professors may occasionally be willing to let you use previous work as the basis of new work, they expect you to do new work for each class. Students seeking to submit a piece of work to more than one class must have the written permission of both instructors.

**Abuse of academic materials.** Harming, appropriating or disabling academic resources so that others cannot use them. This includes cutting tables and illustrations out of books to use in a paper, stealing books or articles and deleting or damaging computer files intended for others’ use.

**Deception and misrepresentation.** Lying about or misrepresenting your work, academic records or credentials. Examples of deception and misrepresentation include forging signatures, forging letters of recommendation and falsifying credentials in an application. Of particular concern, given the current popularity of collaborative projects, is taking credit for group work to which you did not contribute significantly or meet your obligations. In a collaborative project, all members of the group are expected to do their share. Group members may work together on each phase of the project or they may divide the tasks--one person might do background research; another might take charge of the lab experiments; another might be responsible for drafting the report. Even in a modular project, however, each member of the group is responsible for being familiar and involved with the entire project. Be sure to get clear instructions on your individual and collective responsibilities from each faculty member for each course.

**Electronic dishonesty.** Using network access inappropriately, in a way that affects a class or other students’ academic work. Examples of electronic dishonesty include using someone else’s authorized computer account to send and receive messages, breaking into someone else’s files, gaining access to restricted files, disabling others’ access to network systems or files, knowingly spreading a computer virus or obtaining a computer account under false pretenses.

**Carelessness.** When does carelessness become dishonesty? Students sometimes make minor mistakes in completing academic assignments. Mistyping one of many endnotes in a long paper, for example, may in most cases be considered a careless mistake, rather than an act of deliberate dishonesty.

When students make multiple mistakes in acknowledging sources, however, these mistakes cannot be considered simply careless. Students who copy long passages from a book or a Web source, for example, make a deliberate choice to do so. Such students have taken a short cut; instead of explaining the source of their ideas, they have simply stolen ideas from others. In such cases, carelessness is a form of dishonesty.

Students are responsible for knowing the academic integrity policy and may not use ignorance of the policy as an excuse for dishonesty.

**Other types of academic dishonesty.** The list above is a partial one. Instructors may explain in their syllabi other types of academic dishonesty relevant to the work in particular disciplines or particular courses.

From the Academic Handbook. If you have any questions about any of this, please see me and/or consult the [**handbook**](http://www.depauw.edu/univ/handbooks/dpuhandbookprint.asp?indexnum=506.03) for more information.