**POLS 150 COMPARATIVE POLITICS AND GOVERNMENT**

*Bienvenue, willkommen, benvenuto, baasunu.* Welcome to your introduction to comparative politics. In the next 15 weeks, we will explore several of the key concepts, theoretical issues, institutions and problematiques of interest to students of politics as they are found in countries and regions 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, in part, 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?”

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. The course does not rely on a central textbook. One of the advantages of this approach is that we can tailor our reading list as we proceed through the semester to accommodate significant developments as well as any need to adjust our pace.

**COURSE REQUIREMENTS**

There are four areas of graded performance.

Class participation (15%) We seek to construct a discourse in this class. We cannot do so if you do not participate. You cannot participate if you do not attend class. Therefore, if you miss class the class discourse suffers. Thus your grade will suffer.

You get two missed classes free of penalty. (For an exception see below). Use them for doctors’ appointments, mental health days or for some much-needed sleep, say after Monon Bell, for example. After two absences, however, I begin to reduce your participation grade – regardless of how much you participate while in class. For each additional absence after two you lose three percentage points of your 15% class participation grade.

Consider this. If you participate at an ‘average’ rate you will receive 11.5% in participation. If your miss three classes, however, you will receive 8.5%; 5 = 5.5%; 6=2.5%; 7(or more) = 0%.

Your views on the issues matter. Most importantly, your *informed* views matter*.* What I mean by this is that successful class participation is that which reflects a familiarity with the material for which you are responsible (the assigned reading). There is a considerable difference between speaking up in class and “participating.” Participation in the class is worth 15% of the final grade. Please come to class and come prepared to ask and answer questions.

One final participation note. There are two exceptions to the “two free absences” category. First, the dates immediately before and after spring break do not count for free absence credit. You are expected to attend class those two days. Second, if it appears that the pace of the course needs adjusting, I will do so. This could include adding an in-class assignment such as a debate, simulation, roundtable discussion or film. These special-assignment days also fall outside the ‘two free absences’ category.

Quizzes/reflective essays: (20%)

There will be a number of quizzes given throughout the semester. These will be both in-class and ‘take home’ quizzes. The latter will be short (1-2 page) reflective essays on a section of the reading or on an event in the media we have taken notice of. We are reading *The Guardian Weekly*, so expect quiz questions related to its key stories.

Tests/analytical essays (40%)

There is at least one test and an optional final examination. The first test is scheduled for the beginning of week 5 (20%). As we approach the end of week 9 you will begin to prepare for either a second examination or a writing assignment in which you will employ concepts learned in section II (20%). The decision to opt for a writing assignment (my preferred choice) will be based on my determination of how well you appear to have been managing the reading. The reading assignments in this class are moderately heavy and are moderately difficult (with some variation across readings, of course). If it seems that, as a class, you have managed well enough to dispense with an in-class test, we will proceed with a more interesting method of assessment.

Final examination or final paper (25%)

Throughout the semester you will have taken in-class quizzes, a test, and you will have written a reflective analytical essay or two. You will be free to choose the form of final assessment that appears to work best for you. That is, if you prefer you will be free to take the final examination in-class as scheduled in the final examination schedule. Or, however, if you prefer, you can submit at the time of the final examination a paper that will respond to a prompt asking you to employ concepts and theories of comparative political analysis to a case or a problem I will choose. Either way, the final assessment is worth 25%.

Note. In all your writing you are required to properly cite all your sources employing the style of the American Psychological Association (APA) or the American Political Science Association. 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. 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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| 1 | Day One | **Opening Gambit**Rachman, “The Disunited Kingdom”Moore “What Should They Know of England who only England Know?”Faiola, “Amid Tight Budget, Queen is Pinching Pennies” | **Comparative Political Analysis**Dahl and Stinebrickner, “What Is Politics?” and “Comparing Political Systems” |
| 2 | **Power**Hill, “Power and Citizenship in a Democratic Society”Marion-Young, “Violence against Power”Ackerman and Duval, “Nonviolent Power in the Twentieth Century” | **The State**O’Neil, “States”Booth, “Drug War Violence appears in Mexico’s Northeast, near Texas Border” | **The State**Rotberg, “Failed States in a World of Terror”Chege, “Sierra Leone: The State that Came Back from the Dead” |
| 3 | **The State**Fukuyama, “The Imperative of State-building” | **Regime (and Change)**Schmitter and Karl, “What Democracy is and is not”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”Lipset, ““Social Requisites of Democracy Revisited” |
| 4 | **The Nation, Nationalism and Ethnicity**Hobsbawm, “Ethnicity and Nationalism in Europe Today”Verdery, “Comment: Hobsbawm in the East” |  **Nationalism and Ethnicity**Mamdani, “The invention of the indigene” | **Civil Society**Putnam, “Bowling Alone”Carrothers, “Civil Society” |
| 5 | **Civil Society**Kubba, “Arabs and Democracy: The Awakening of Civil Society” (NOTE THE DATE)Bellin, “Civil Society: Effective Tool for Analyzing Middle East?” | Reserved TBA | Test 1 |
| 6 | **Electoral Systems**Israeli Election Coverage (#5)IDEA, “Overview” | **Electoral Systems**IDEA, “The World of Electoral Systems”Norris, “Electoral Engineering” | **Electoral Systems:**Gallagher, “France: Stacking the Deck” |
| 7 | **Party Systems**Lipset, “The Indispensability of Political Parties”Pollock,”The German Party System” (note the date on this article!) | **Party Systems**Cappocia 2002, "Political Consequences of Electoral Laws: German System at Fifty” | **Party Systems**Carbone, “The No Party System in Uganda”Ross, “Would Uganda’s Museveni Recognize his Former Self?” |
| 8 | **Institutions**Linz, “The Perils of Presidentialism”Horowitz, ““Comparing Democratic Systems” | **Institutions**Lijphart, “Constitutional Choices of New Democracies”Linz, “Virtures of Parliamentarism | **Institutions**Elgie, “Cohabitation: Divided Government French-Style” |
| 9  | **Ideologies**Grigsby, “Political Ideologies” | **Ideologies**Giddens, “Arnold Goodman Charity Lecture” | Test II  |
| 10 | **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” | **Political Economy of the Welfare State: Germany**Karsten. “Eucken’s “Social Market Economy…” |
| 11 | **Political Economy of the Welfare State: Germany**Witt, “Germany’s “Social Market Economy: Between Social Ethos and Rent Seeking” | **Political Culture I: Islam/Arab Culture and Democracy**Lewis, “Historical Overview” (Of Islam)Stepan and Robertson, “An ‘Arab’ more than ‘Muslim’ Electoral Gap | **Political Culture II: Asian Values**Lee Kuan Yew, “Culture is Destiny” |
| 12 | **Political Culture II: Asian Values (the view *from India*)**Zakaria, “Asian Values”Sen, “Human Rights and Asian Values  | **Development**Willis, “Introduction: What do we mean by development?”  | **Human Development**UNDP, “New Dimensions of Human Security” |

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| 13 | **Security: New War**Kaldor, “Introduction” | **Security: New War**Kaldor, “Bosnia-Herzegovina: A Case Study of a New War”  | **Security - Development Nexus:****Violent Conflict**Leonard and Strauss, “Causes of Conflict |
| 14 | **Security - Development Nexus**Leonard and Strauss, “Debt and Aid”; Righting the Incentives” | **Security - Development Nexus: The Role of Politics?**Posner, “The Political Salience of Cultural Difference” |  |
| finals |  |  |  |

**The Guardian Weekly**

This semester I return to a subscription to the British weekly newspaper, *The Guardian Weekly*. This has been a very popular choice in the past. The last few semesters I have tried to adopt a e-based approach, but it never really worked out. Each of you will, therefore, be subscribing to this excellent paper. You will need to give me a check made out to DePauw University in the amount of $42.28. I will need those checks no later than Monday February 6, 2012.

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

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.

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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.