

**Comparative Politics**  
**Albright College**  
**POL 205**

**Location and Time:** TR 11:00 AM- 12:20 PM

**Credit Hours:** 4 (1 unit)

**Instructor:** Dr. Jeremy R. Backstrom

**Email:** [jbackstrom@albright.edu](mailto:jbackstrom@albright.edu)

**Office Hours:** TR 12:30-1:30 Rm. 225 Roessner Hall

**Class Web:** Moodle

**Required Materials:**

- Patrick H. O’Neil. 2016. *Essentials of Comparative Politics, 5<sup>th</sup> edition*. New York: W.W. Norton & Company. (ISBN: 978-0-393-93897-5)
- Patrick H. O’Neil and Ronald Rogowski. 2013. *Essential Readings in Comparative Politics, 4<sup>th</sup> edition*. New York: W.W. Norton & Company. (ISBN: 978-0-393-91280-7)

**Additional Reading Materials:**

\*\*\*Any additional reading materials will be available via pdf through the class website.

**Technology Requirements:**

- Internet access (free access available in campus computer labs)
- Basic use of a personal computer (word processing and internet research)
- Access to Moodle system

**Software Requirements:**

- Microsoft Office or Open Office (free alternative to MS Office)

**Course Catalog Description:**

The concepts of systems analysis are used in the study of structures and processes of foreign political systems. Both theoretical and case study materials are used to show the similarities as well as the differences in the ways people govern themselves.

**Course Description:**

The purpose of this course is to provide a general overview of the political science subfield of comparative politics and introduce its various areas of study. While we will use real world examples in order to illustrate important concepts in comparative politics, this course is not a current events course. This course concentrates on providing a broad introduction to comparative politics including the theoretical approaches to the study of comparative politics as well as the methods political scientists employ in conducting research in this subfield. Furthermore, this course concentrates on the significant areas of study within the comparative politics subfield such as the state, political economy, democracy, authoritarian governments, terrorism and political violence, communism, and globalization.

Moreover, while the comprehension of the material is important, the course focuses heavily on the development of writing and critical thinking skills. Critical thinking skills and the improvement of writing skills can be beneficial for the student in their political science courses, courses in other disciplines, and their advancement in future endeavors outside of academia.

### **Course Objectives:**

Upon completion of this course, students will be able to:

- Identify and interpret seminal theoretical methods for studying comparative politics.
- Demonstrate an understanding of political institutions, democratic and authoritarian regimes.
- Compare and contrast different systems of government and politics.
- Evaluate and critique seminal literature regarding various topics within the subfield of comparative politics.
- Use political concepts noted in the textbook and the classroom to examine current real-world events.
- Improve general critical thinking, research, and communication skills that can be applied to other courses and future endeavors.

### **Current Events:**

As this is a course in political science, I encourage you as students to become more cognizant of the world and daily events that arise concerning political institutions (democracies and authoritarian governments); political economy; ethnicity, nationalism, and religion; political violence; globalization; and comparative politics in general. Therefore, I want you to read the newspaper headlines (New York Times, Washington Post, BBC, Philadelphia Inquirer, etc.), watch the news on television, or read online news (local news or national news such as CNN, MSNBC, FoxNews, BBC, CSPAN). If you gain your information regarding politics and government from headlines for social media newsfeed/trending headlines, please ensure to follow up this headline in a major news resource. If time permits, we will devote time in each class to discussions concerning current events regarding these topics.

### **Communication and Email:**

As indicated above, you can contact me via email at [jbackstrom@albright.edu](mailto:jbackstrom@albright.edu). Please ensure that you address the email with the course number (POL 205) and your last name in the “subject line” (Example: Backstrom- POL 205). I request that you use proper English in your emails so I can understand your question/issue and offer you an answer or resolution to the issue. Proper English does not include the abbreviated version of words as those you would use in a text message/instant message/tweet. I will respond to your email in a timely manner, typically within 24 hours on the weekdays and 48 hours on the weekends. Please be aware that while this is my general and intended practice for responding to your e-mails, it is subject to the changes and interruptions of life. If you do not hear from me within 48 hours do not assume I got your message and please follow up. Finally, please note I do not discuss grades electronically. If you wish to discuss your grades, you will need to come to my office during my office hours or by appointment.

Additionally, I will be available during my office hours on Tuesdays and Thursdays after our class from 12:30-1:30. If this does not meet your needs, if you need to meet with me at a different time, or if you need to meet with me for a longer period of time, please email me and schedule an appointment to meet with me.

### **Attendance Policy:**

Regardless of course format, Albright College considers regular attendance, participation, and interaction with the instructor and other students to be essential components of successful learning in an Albright class. Courses are conducted for the benefit of students, and it is important that students attend regularly and participate in class activities, however attendance and participation are defined by the course instructor. The academic program takes priority over other obligations, whether sponsored by the college or not. The student is responsible for attending class and for work missed due to absence, and the faculty are not required to make special arrangement for student absences. The presence of a qualifying disability accommodation may allow some flexibility on attendance and due dates, but the essential academic integrity of course goals and student learning will be preserved. Good communication from the student to the faculty about any problems related to attendance and deadlines is crucial. See the Catalog for the full policy statement.

As adults, you are expected to attend every class. **Attendance is required and roll will be taken at every class.** In addition, you are expected to be in the classroom on time. If you continue to have a problem with being on time. If you continue to have a problem with being on time, you will be listed as absent for the day. Excessive absences or tardiness will count against you for your final grade. Each late arrival (1-10 minutes) will count as a tardy. If you are tardy twice, this will count as an absence. If you arrive late by 10 minutes or more, you will be marked as absent. If you depart early, you will also be marked as absent unless you discuss the necessity for an early departure with me before we begin class.

You have a total of three absences that you may use at your discretion. **At the fourth absence and each subsequent absence, your overall grade for the course will be reduced by one letter grade.** Additionally, it is your responsibility to obtain the notes for the missed class from one of your fellow students.

Finally, as a student in this course, you are expected to come into each class having read the required readings and be prepared to participate in the discussion. My lectures complement the readings and it will benefit you to take notes from my lectures in addition to reading the required chapters.

### **Additional Policies:**

Personal laptops or I-Pads may be used to take notes during the class; however, this is not an invitation to check your email, chat online, check the internet for topics outside of the classroom discussion; or any other activity that would disturb your attention and those around you from your class work. If caught engaging in one of these infractions, I will warn you only once. After this warning, you will not be allowed to use your laptop in the class.

Cell phones, I-Pods, or any other electronic communication device must be shut off or silenced during class. Similar to the policy regarding laptops, I will warn you only once. After this event, I will not tolerate any violation of this policy. You will be asked to leave the classroom for that day and be listed as absent for the class.

This is a course on comparative politics and each of us has our own personal thoughts and opinions on the matter. As your instructor, I strongly encourage scholarly debate and discussion in the classroom. However, you must be respectful of your fellow students and their opinions. I will not tolerate any outbursts or demeaning (hateful, racist, sexist, homophobic, transphobic, obscene, and/or etc.) attacks/comments against your fellow students regarding their opinions or

observations. If this does occur, I will consider it as a disturbance to the learning experience of the classroom, instruct you to leave for that day, and you will be listed as absent. At the instructor's discretion, a student that violates these guidelines may be removed from the course and possibly the campus.

### **Assignments and Grading:**

#### **Exams: (3 exams worth 10% each. This section is worth 30% of your grade.)**

There are three exams given during this course, covering the readings of the textbooks and lecture materials for the specific section. Furthermore, the exams are not cumulative and will only cover the information for the specific section of the course being tested. The exams will be closed book, closed notes multiple choice and short answer exams. **Students must provide their own materials for the exams.**

#### **Fourth Hour of Quality Assignments: (4 assignments- This section is worth 30% of your grade).**

In accordance with Albright College's course credit system, this course incorporates the fourth hour of quality assignments into the grading system. As noted by Albright College, "... these activities are above and beyond the expected academic readings and examinations. All fourth hour course components 1) must be identified on the syllabus as "fourth hour" components and 2) must have some types of product (learning outcome) that can be assessed by the faculty member...". The following guidelines must be followed to fulfill the fourth hour of quality assignments for this course:

- 2-3 pages in length
- Must be typed/word processed
- Double spaced
- Times New Roman Script
- 1 inch margins
- No grammatical errors
- Handed in on time at the beginning of class
- Hard copy (paper)

**Assignment 1:** Use the comparative method to collect data through social media. For this assignment, you need to devise a series of 4-7 questions regarding comparative politics. The questions can focus on any topic, issue, or country; however, they must concentrate on comparative politics. Additionally, it will likely benefit you and your analysis for the paper if the questions are connected in such a way to determine the feelings/opinions/etc. concerning a topic or issue. Then, post the questions on some medium of social media (Facebook, Twitter, Tumblr, or some other social media). If you or your respondents do not feel comfortable with posting this information publically on social media, you can alternatively create a poll on Survey Monkey or other polling/survey tool. In this manner, the individual's identity and specific responses can be kept anonymous.

In addition to the series of questions you are posting on social media or a poll, you will need to collect some information on the respondents. The specific data collected on the respondents is entirely up to you. For example, if you wish to determine whether gender influences the support for the use of the United Nations peacekeepers in a combative role in South Sudan, you must ask the respondent what their gender is. If age is more relative to your study, you may need to include a section of questions where the respondent can list their age (or range of ages i.e., 18-21, 22-28, 29-35, 36-43 etc.) Please only collect demographic information necessary for your analysis.

Once you have collected enough data regarding the series of questions and information concerning the respondents, you need to write up an analysis of your data collection project. You should include the questions you asked the respondents and why you chose the particular questions, the overall findings of the responses to the questions, and what conclusions you gained from this analysis. It would benefit you if you referred back to the important concepts within the first chapter of the textbook for this section. **This assignment is due on September 20, 2016.**

**Assignment 2:** Compare the United States and one other country. Write a brief analysis comparing and contrasting the United States and one other country. The selection of the other country is your choice.

Ensure you concentrate on the similarities and differences between the two countries for at least **five** concepts or issues in comparative politics: type of government: democracy or authoritarian government; if a democracy- presidential or parliamentary system; type of electoral system- single member district or proportional representation; the distribution of power at the national level; the distribution of power within the country (federalism or unitary); if an authoritarian government- what type: personal, military, single party, monarchy, or theocracy; issues regarding ethnicity and religion; issues regarding nationalism; political ideologies; political economy related issues; social expenditures; inequality and poverty; issues of the distribution of wealth; recent events of political violence and how this influenced politics and government; terrorism; colonial experiences- colonizer or colonized; and the extent of involvement in international organizations.

**\*\*\*NOTE:** I placed two copies of *Cases in Comparative Politics 5<sup>th</sup> edition* by Patrick H. O'Neil, Karl Fields, and Don Share at the library for this project if you wish to use it. You are welcome to use any resource to complete this assignment as long as it is a reputable, scholarly resource (book, article, website such as the CIA World Factbook). If you have any questions on whether your resource is reputable and scholarly, please contact me. The countries included in *Cases in Comparative Politics 5<sup>th</sup> edition* are: United Kingdom, United States, France, Germany, Japan, Russia, China, India, Iran, Mexico, Brazil, South Africa, and Nigeria. **This assignment is due on October 11, 2016.**

**Assignment 3:** Although this is not a course on American politics, this is a course on Comparative Politics, which includes the United States. Interestingly, this course coincides with the buildup to the 2016 Presidential election in November. Your assignment is to watch and analyze one of the Presidential or Vice-Presidential debates. There are three televised Presidential debates: September 26, October 9, and October 19. The Vice-Presidential debate is on October 4. Here is a website link to the listings of the debates: <http://www.debates.org/index.php?page=2016debates>

Write a short paper on at least three particular topics of interest (the topics are your choice but they must relate somehow to this course) for each of the candidates and your assessment of the candidate's stance on the issue, their promises, and whether they can deliver on this promise. Ensure that you do not merely write an account of their stances but rather analyze the candidate and their promises. There are no incorrect assessments- I just want you to analyze and critique the candidate and their promises. Although we all have our own personal political affiliations which may be evident in our assessment of the candidate, please attempt to provide an objective critique of the candidate and their promises. **This assignment is due on November 15, 2016.**

**Assignment 4:** Watch a film from the list below and analyze the film in relation to Comparative Politics. Ensure that you relate back to topics of interest that we covered (or will cover) in the course including but not limited to democracy, authoritarian governments, the state, political economy, ethnicity and religion, nationalism, political violence, terrorism, and/or globalization. In addition, please be sure to respond to the following questions: How does the film speak to government and politics? How does the film relate to the course readings? **This assignment is due December 6, 2016.**

\*1984 (1984)

\*Animal Farm (1999) <https://www.youtube.com/watch?v=cGzRf0Ow1qU>

\*The Battle of Algiers (1966)

\*Ghosts of Rwanda (2004) <https://www.youtube.com/watch?v=VJAuyIRfYIM>

\*Gladiator (2000)

\*Hotel Rwanda (2004)

\*The Hunger Games: Mockingjay Parts I and II (2014)

\*The Islamic State (2016)- Vice News <https://news.vice.com/video/the-islamic-state-full-length>

\*The Last King of Scotland (2006)- I have a copy of this film if you wish to borrow it.

\*The Lord of the Flies (1990) <https://www.youtube.com/watch?v=WluHyduImtE>

\*Romero (1989)

\*The Siege (1998)- I have a copy of this film if you wish to borrow it.

\*The Square (2013)- Netflix or <https://www.youtube.com/watch?v=VuO3OvMJ2Gw>

\*Star Wars films specifically Star Wars II: Attack of the Clones or Star Wars IV: A New Hope

\*Syriana (2005)

\*This is What Winning Looks Like (2016)- Vice News <http://www.vice.com/video/this-is-what-winning-looks-like-full-length>

\*Triumph of Evil (1995) <https://www.youtube.com/watch?v=O8lCLJKRVoc>

\*V For Vendetta (2005)- I have a copy of this film if you wish to borrow it.

\*The Year of Living Dangerously (1982)- I have a copy of this film if you wish to borrow it.

**\*\*\*NOTE 1:** Please be aware that some of the films contain graphic language and/or graphic violence. If you do not feel comfortable with watching this film, please feel free to select another film that matches your comfort level.

**\*\*\*NOTE 2:** If you discover another film that will fit the requirements of this assignment, please contact me and we will discuss the merits of the film for the project.

### **Final Paper: 20% of your grade**

In the last thirty years, a number of countries were created through various means: the dissolution of a previous country (Tajikistan, Uzbekistan, Turkmenistan, Kyrgyzstan, Ukraine, Montenegro, Slovakia, Macedonia, Moldova, Belarus, Estonia, Slovenia, Kazakhstan, and Armenia); civil war and conflict (East Timor); unification (Yemen); the end of colonization (Eritrea, Namibia); and partition (South Sudan). The leadership of the new regime faced significant hardships and difficult decisions on how to devise a new government, attempt to resolve lingering issues of conflict and ethnic strife, cultivate a sense of nationalism for the newly developed country, and create a thriving economic system. While most of the newly created countries experienced a political, economic, cultural, and social legacy based on the previous country/administration/colonial power, the new leadership still faced multiple hurdles on how to overcome the issues noted above.

For your final paper, you are the new ruler of a recently created country (create a name for your country and decide how your country was created based on the examples above). What will you do to govern your country and how will you overcome the various issues discussed in this course? Choose a political system of government as well as an electoral system (if there are elections). Why would you choose this particular type of political regime? Discuss your decision to pursue these choices versus other options. Discuss the positive and negative effects of your selection. How will you as the new ruler overcome the negative aspects? What about the economy? Federalism? Political violence? Globalization? Please provide a rationale for all decisions regarding your country.

For this assignment, write a seven—ten page paper on this topic. I will upload a rubric for the assignment as well as more details regarding this project to Moodle. As required for all of your assignments, the paper should be well-written and demonstrate your research and critical thinking skills. If you desire feedback on the content or your writing, I would be happy to provide feedback prior to November 24, 2016. **The final paper is due December 1, 2016.**

### **Participation: 15% of your grade**

The course is designed to provide you with an introduction to the subfield of comparative politics and the various topics of study within the subfield. Moreover, we will read and critique various seminal works concentrating on these topics. Remember you are not a student, you are a scholar.

You are expected to complete the assigned readings prior to the designated date in accordance to the course calendar. In addition, this course will include days that the course will resemble a seminar in which the instructor and the students will interact and discuss the assigned readings. Therefore, it is imperative for you to complete the assigned readings and be prepared to discuss the concepts and arguments during the following class. Furthermore, in order to prepare for the discussion, you should be able to identify the author's arguments concerning the respective topic but also identify possible flaws/shortcomings of the arguments or questions concerning the theory presented.

Please note that if I observe that the discussion continues to linger without participation, if I am solely leading the discussion, or if there are only a few students participating, I will devise a weekly quiz that will allow me to determine whether you completed the assigned readings and if you understand the theories presented. If this situation arises, you will not be permitted to use the

assigned readings or your notes from the readings to take the quizzes. Finally, if you miss the weekly quiz, there are no quiz make-ups.

### **Weekly Thought Papers: 5% of your grade**

At the beginning of each class week (Tuesday), you are expected to write a reflection paper regarding the assigned readings for the week or a particular discussion we had in the classroom during the week prior **ON THE WEEKS YOU DO NOT HAVE A FOURTH HOUR OF QUALITY ASSIGNMENT DUE DATE.** You can offer your thoughts, feelings, opinions, etc. regarding a particular topic that you found interesting, highly significant, or controversial. With a class this size and highly divisive topics such as politics and government, political violence, and other topics, we may not have the opportunity to address all viewpoints, opinions, or arguments. Therefore, this allows you to express your feelings, thoughts, opinions, and arguments with me specifically and I can engage in dialogue with you concerning this. This is a method of continuing our classroom discussions outside of the actual classroom. The thought papers are not intended to be conducted in an academic research format and you do not need to include formal citations but rather reference the article(s) or book chapter that you discuss. You will receive the full 5% if you abide by the following formatting guidelines:

- 1 ½-2 pages in length
- Must be typed/word processed
- Double spaced
- Times New Roman Script
- 1 inch margins
- No grammatical errors
- The thought paper must explicitly address either: 1) an aspect/article of this week's reading or 2) a discussion we had in class
- Handed in on time (Tuesday at the beginning of class)
- Hard copy (paper)

### **Grading Rubric:**

**A:** 90-100%

**B:** 80-89%

**C:** 70-79%

**D:** 60-69%

**F:** 59% and below

### **Late Work Policy:**

All assignments for this course are expected on or before the deadline as indicated on the assignment. As a reasonable person, I understand that uncontrollable personal circumstances may arise. Thus, I am willing to work with you through such issues should they arise and you must submit a late assignment. **If you need to submit a late assignment, you must contact me in advance of the deadline for my approval and for arrangements to be made concerning the assignment.** Written documentation will be required in order to confirm your request to submit a late assignment.

**Late homework assignments will be heavily penalized unless there are extenuating circumstances. There is a 10 point penalty per day for late homework assignments. This includes weekends and holidays.** If the assignment has not been submitted within 5 days, you will receive a “0” for the homework assignment.

### **Tentative Reading and Course Outline:**

\*\*\*O’Neil textbook= (O)

\*\*\*O’Neil and Rogowski textbook= (O & R)

#### **Week 1:**

**Aug. 30:** Introduction to the course and discussion of the syllabus

**Sept. 1:** Introduction: Chap. 1- (O)

**Sept. 2:** *Last day to add or change courses*

#### **Week 2:**

**Sept. 6:** What is Comparative Politics: Chap. 1- (O & R)

\*\*\* Lichbach and Zuckerman- *Research Traditions and Theory in Comparative Politics*

\*\*\* King, Keohane, and Verba- *The Science in Social Science*

**Sept. 6: Thought Paper due**

**Sept. 8:** States: Chap. 2- (O)

**Sept. 9:** *Last day to drop a course without a “W” for the grade*

#### **Week 3:**

**Sept. 13:** The State: Chap. 2- (O & R)

\*\*\* Fukuyama- *The Necessity of Politics*

\*\*\* Herbst- *War and the State in Africa*

\*\*\* Rotberg- *The New Nature of Nation-State Failure*

\*\*\* Krasner- *Sovereignty*

**Sept. 13: Thought Paper due**

**Sept. 15:** Nations and Society: Chap. 3- (O)

#### **Week 4:**

**Sept. 20:** Nations and Society: Chap. 3- (O & R)

\*\*\* Hobsbawm- *Nationalism*

\*\*\* Fearon and Laitin- *Ethnicity, Insurgency, and Civil War*

\*\*\* Alesina and La Ferrara- *Ethnic Diversity and Economic Performance*

\*\*\* Baldwin and Huber- *Economic versus Cultural Differences*

**Sept. 20: Assignment 1 for the 4<sup>th</sup> hour of quality due. (No Thought paper)**

**Sept. 22:** Political Economy: Chap. 4- (O)

**Week 5:**

**Sept. 27:** Political Economy: Chap 4- (O & R)

\*\*\* Smith- *An Inquiry into the Nature and Causes of the Wealth of Nations*

\*\*\* North- *Institutions*

\*\*\* Acemoglu- *Root Causes*

\*\*\* Banerjee and Iyer- *History, Institutions, and Economic Performance*

\*\*\* Mankiw- *The Trilemma of international Finance*

**Sept. 27: Thought Paper due**

**Sept. 29:** Wrap up Section 1 and Review for Exam #1

**Week 6:**

**Oct. 4:** Exam # 1 (No Thought Paper due)

**Oct. 6:** Democratic Regimes: Chap. 5- (O)

**Week 7:**

**Oct. 11:** Democratic Regimes: Chap. 5- (O & R)

\*\*\* Zakaria- *A Brief History of Human Liberty*

\*\*\* Schmitter and Karl- *What Democracy Is.. and Is Not*

\*\*\* Lijphart- *Constitutional Choices for New Democracies*

\*\*\* Putnam- *Tuning In, Tuning Out*

\*\*\* Stephan, Linz, and Yadav- *The Rise of "State-Nations"*

**Oct. 11: Assignment 2 for the 4<sup>th</sup> hour of quality due. (No Thought Paper due)**

**Oct. 13:** Nondemocratic Regimes: Chap. 6- (O)

**Week 8:**

**Oct. 18:** *Fall Break- No class*

**Oct. 20:** Nondemocratic Regimes: Chap. 6- (O & R)

\*\*\*Linz and Stepan- *Modern Nondemocratic Regimes*

\*\*\* Weinthal and Jones Luong- *Combating the Resource Curse*

\*\*\* Diamond- *The Rule of Law versus the Big Man*

\*\*\* Levitsky and Way- *The Rise of Competitive Authoritarianism*

**Week 9:**

**Oct. 25:** Political Violence: Chap. 7- (O)

**Oct. 25: Thought Paper due**

**Oct. 27:** Political Violence: Chap. 7- (O & R)

\*\*\* Skocpol- *France, Russia, China: A Structural Analysis of Social Revolutions*

\*\*\* Crenshaw- *The Causes of Terrorism*

\*\*\* Kuran- *Now Out of Never*

\*\*\* Goldstone- *Understanding the Revolutions of 2011*

\*\*\* Abrahms- *What Terrorists Really Want*

**Week 10:**

**Nov. 1:** Developed Democracies: Chap. 8- (O)

**Nov. 1: Thought Paper due**

**Nov. 3:** Advanced Democracies: Chap. 8- (O & R)

\*\*\*de Tocqueville- *Democracy in America*

\*\*\* Acemoglu, Johnson, Robinson, and Yared- *Income and Democracy*

\*\*\* Przeworski- *Conquered or Granted? A History of Suffrage Extensions*

\*\*\* Duverger- *The Number of Parties*

\*\*\* Iversen and Soskice- *Electoral Institutions and the Politics of Coalitions*

\*\*\* Estevez-Abe, Iversen, and Soskice- *Social Protection and the Formation of Skills*

**Nov. 4:** Last Day to Withdraw with “W” grade.

**Week 11:**

**Nov. 8:** Wrap up Section 2 and Review for Exam # 2

**Nov. 8: Thought Paper due.**

**Nov. 10:** Exam #2

**Week 12:**

**Nov. 15:** Communism and Postcommunism: Chap. 9- (O)

**Nov. 15: Assignment 3 for the 4<sup>th</sup> hour of quality due. (No Thought Paper due)**

**Nov. 17:** Communism and Postcommunism: Chap. 9- (O & R)

\*\*\* Marx and Engels- *Manifesto of the Communist Party*

\*\*\* Bunce and Wolchik- *Defeating Authoritarian Leaders in Postcommunist Countries*

\*\*\* Krastev- *Paradoxes of the New Authoritarianism*

\*\*\* He and Warren- *Authoritarian Deliberation*

\*\*\* Gat- *The Return of Authoritarian Great Powers*

**Nov. 18:** Last Day to Withdraw with “W” or “WF” at Instructor’s Discretion

**Week 13:**

**Nov. 22:** Developing Countries: Chap. 10- (O)

**Nov. 22: Thought Paper due**

**Nov. 24:** *Thanksgiving- no class*

**Week 14:**

**Nov. 29:** Less-Developed and Newly Industrializing Countries: Chap. 10- (O & R)

\*\*\* Easterly- *To Help the Poor*

\*\*\* Collier and Gunning- *Why Has Africa Grown Slowly?*

\*\*\* Krugman- *The Myth of Asia's Miracle*

\*\*\* Arnold- *Vietnam Holds Its Own within China's Vast Economic Shadow*

\*\*\* Acemoglu and Johnson- *Disease and Development*

**Nov. 29: No Thought Paper due- work on Final paper.**

**Dec. 1:** Globalization and the Future of Comparative Politics: Chap 11- (O)

**Dec. 1: Final Paper due**

**Week 15:**

**Dec. 6:** Globalization: Chap. 11- (O & R)

\*\*\* Florida- *The World is Spikey*

\*\*\* Rodrik- *Is Global Governance Feasible?*

\*\*\* The Economist- *Leviathan Stirs Again*

\*\*\* Jiang- *Authoritarian Informationalism*

**Dec. 6: Assignment 4 for 4<sup>th</sup> hour of quality due**

**Dec. 8:** Wrap up for section 3/Exam #3 review/Course Wrap up

**Dec. 9:** *Classes end*

**Week 16:**

**Dec. 12- Dec. 16:** *Final Exams*

**Dec. 16:** *Last day of Fall semester*

**Outline of the Course:**

**Section 1**

- ❖ What is Comparative Politics
- ❖ States
- ❖ Nations and Society
- ❖ Political Economy

## **Section 2**

- ❖ Democratic Regimes
- ❖ Nondemocratic Regimes
- ❖ Political Violence
- ❖ Advanced Democracies

## **Section 3**

- ❖ Communism and Postcommunism
- ❖ Less-Developed and Newly Industrializing Countries
- ❖ Globalization and the Future of Comparative Politics

***\*\*\*The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course.***

### **Institutional Policies:**

#### **\*Family Educational Rights and Privacy Act (FERPA)**

FERPA is a federal law that protects your privacy by limiting access to your educational and personal records. Educational and personal information cannot be distributed or discussed with your parents or legal guardians or anyone else without a legitimate education interest without your written permission. Educational and personal information includes your social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. Additional information and FERPA waivers (waiver of release of information forms) are available from the registrar or the Office of Student Affairs.

Finally, please note I do not discuss grades electronically. If you wish to discuss your grades, you will need to come to my office during my office hours or by appointment.

#### **\*Classroom Recording Policy:**

The audio or visual recording of class lectures, discussion, simulations, and other course-related activity by either students or instructors is governed by the College's class recording policy, available in the Catalog. Albright's policy on class recording balances the needs of students with disabilities, the intellectual property concerns of its instructors, and the privacy of its students. Any audio or visual recording made by a student during a class, regardless of the recording device, requires the instructor's prior written consent and the student's signed agreement with the terms of the College's policy. Prior to a student recording of any class activity, the student and the instructor must sign a recording agreement and file it with the Office of Disability Services (if the recording is an approved disability accommodation) or with the Academic Dean's office (if not an accommodation). Violations of this Class Recording Policy may be directed through academic dishonesty procedures or the Office of Community Standards, and could involve civil or criminal violations.

#### **\*Posting of Grades:**

Grades are often posted in more than one location: on Self Service, on Moodle, by code on a class' own website, etc. However, please note that grades posted on Self Service are from the

College's information system and therefore, are considered your 'official' grades. Students are responsible for knowing their grades and academic status.

**\*Overall Statement on Academic Support for Traditional Undergraduates:**

Students have academic support resources available to them at no charge. The Academic Learning Center offers course-specific tutoring, academic skills workshops, hands on learning strategies instruction, and academic counseling to supplement faculty advisement. The Writing Center offers tutoring to assist with writing and reading support for any class. The Disability Services office provides impairment-related accommodations consistent with the ADA and its amendments. All three offices are in the administration building. For help or further information, contact the ALC at [academiclearningcenter@albright.edu](mailto:academiclearningcenter@albright.edu) or (610) 921-7662 or; the WC at [writingcenter@albright.edu](mailto:writingcenter@albright.edu) or (610) 921-7540; and the Disability Services office at [disabilityservices@albright.edu](mailto:disabilityservices@albright.edu) or (610) 929-6639.

**\*Academic Learning Center Statement:**

The ALC offers various resources to assist Albright students with their academic success. Students have academic support resources available to them at no charge. The Academic Learning Center, in the Administration Building, offers course-specific tutoring, academic skills workshops, hands on learning, strategies instruction, and academic counseling, which includes one-on-one consultations on study skills, time management, note-taking, and learning strategies to supplement faculty advisement. The ALC is located in the Administration Building and can be reached at (610) 921-7662 and [academiclearningcenter@albright.edu](mailto:academiclearningcenter@albright.edu).

**\*Writing Center Statement for Regular/Day Courses:**

You are encouraged to visit the Writing Center early and often throughout the semester to help build a strong foundation for writing in this course and in all of your courses. The center's peer tutors and director will work with you at any stage of the writing process, from developing and organizing ideas to revising and editing drafts. Rather than editing your work for you, writing tutors will actively engage you in meaningful conversations about your writing and help you learn new strategies. Tutors are also available to discuss and practice approaches to managing the college reading workload and reading more effectively. The center is located on the first floor of the Administration Building and can be reached at [writingcenter@albright.edu](mailto:writingcenter@albright.edu) or (610) 921-7540. Appointments are strongly recommended to ensure availability. You can view the current schedule and make an appointment through the online appointment system at <http://alb.mywconline.com> or visit the Center in person for assistance.

**\*ADAA Statement on Services for Students with Disabilities:**

Consistent with the ADAAA and section 504 of the Rehabilitation Act, Albright College welcomes students with disabilities into the college's educational programs. If you need impairment-related academic adjustments in this course, please contact Yuriko Beaman, Director of Disability Services, by email at [ybeaman@albright.edu](mailto:ybeaman@albright.edu), by phone at (610) 929-6639, or in her office, on the first floor of the Administration Building. Students who use accommodations should meet with course instructors privately and in a timely manner to discuss their Academic Accommodation Letter (AAL). *Please note that IEPs and 504 plans do not apply to college level courses.*

**\*Withdrawal:**

With the adviser's approval, a student may withdraw from a course at any time throughout the semester after the drop period. Withdrawal without penalty is allowed up to one week after mid-term grades are issued. The designation in this case is W (Withdrawn) and is so noted on the student's record. Withdrawal from a course in the period after the above date and three weeks prior to the beginning of final examinations will result in the student's receiving a W or a WF (Withdrawn Failing) at the discretion of the instructor.

Any student withdrawing from a course in the last three weeks of a semester automatically receives a WF, except for reasons of illness or other dire circumstances as determined by the provost. The grade of WF is counted as an F in computing the student's cumulative average. Grades of F are recorded for courses from which there has been no official withdrawal. Official withdrawal requires that a withdrawal form be submitted to the Registrar's Office. Financial aid recipients should consult with the Financial Aid Office when considering course withdrawal.

**\*Harassment Policy:**

As a place of work and learning for staff, faculty, students, and their guests, Albright College nurtures respect for the individual within a communal environment, one that encourages each of its members to develop his or her full potential.

To preserve this environment, the College will not tolerate harassment of any kind. Harassment is defined as verbal or physical conduct which has the intent or effect of interfering with an individual's or group's educational and/or work performance at Albright, or conduct that creates an intimidating, hostile, or offensive educational and work environment on- or off-campus. Such behavior undermines the atmosphere of trust essential to the academic enterprise and represents a failure of professional ethics. Harassment on the basis of race, color, sex, religion, national origin, sexual orientation, or disability includes harassment of an individual in terms of stereotyped group characteristics. In addition to violating the rights of an individual, harassment is inconsistent with the policies and interests of the College, including the preservation of academic freedom, an element at the core of the College's mission. The complete text of the Sexual Harassment Policy is found in The Compass.

Any member of the Albright community who believes that he or she has been harassed is encouraged to raise the issue with the affirmative action officer in the Human Resources Office, the dean of students, the provost, or the president.

**\*Academic Dishonesty Policy:**

As noted in the College Catalogue, "Academic integrity is part of the foundation of an academic community. Any violation of the highest standards of academic honesty threatens the trust upon which an academic community is built and is conduct that violates its fundamental principles." The Catalogue notes that violations of academic integrity include but are not limited to the following:

. . . taking another person's work and presenting it as one's own. This can result from copying another student's paper, display on a terminal or an exam; using data or information stored in a computer system without explicit authorization or acknowledgement of the author; presenting someone else's ideas or words as one's own in a homework assignment or research paper; and so on.

Plagiarism is a distinct form of academic dishonesty in which a person uses the words or ideas of another without proper acknowledgment

. . . using unauthorized material or devices on examinations or in preparing for examinations; unauthorized collaboration with others; using information stored in a computer system without explicit authorization and acknowledgement of the author; claiming participation in an academic requirement in which one did not participate; submitting the same work more than once for credit (without express permission); falsifying or fabricating data or sources; denying access to information or materials to other students; sabotaging another student's academic work; enabling others to be academically dishonest, whether one benefits or not; failing to acknowledge assistance from others and its specific results; allowing someone else to do work that one claims as one's own; and knowingly violating the ethical code of a profession for which one is preparing. Theft and/or damaging of books, periodicals, and other instructional materials (including laboratory equipment) shall be deemed acts of academic dishonesty.

Students are responsible for understanding the acts that are considered academic dishonesty as well as the penalties for violations. The full policy can be found at [www.albright.edu/catalog/academicpolicies.html](http://www.albright.edu/catalog/academicpolicies.html).

**\*General Statement:**

The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course. Students are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.