

Introduction to Politics
POLS 1000-01
Macelwane Hall 102
MWF 10:00-10:50am
Fall 2019

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Office Hours: 11am - 11:30am, Mondays & Wednesdays

COURSE DESCRIPTION

The primary educational goal of this course is to introduce students to the academic study of Political Science. As a survey course, students are introduced to core concepts, such as power, conflict, and cooperation, and the ways in which politics play out both domestically and internationally. Today, more than ever, it is critical for us to have a solid understanding of political outcomes in a variety of contexts to make sense of the increasingly interconnected world around us. Issues and events throughout the world -- ranging from the trade war between the US and China to a possible renewed arms race between the US and Russia -- are no longer “distant” and now directly impact our pocketbooks, safety, job prospects, and the goods/services we consume on a daily basis.

After completion of the course, students will acquire the knowledge and tools necessary to make sense of this complicated and sometimes messy political world. To accomplish this task, we will: (1) examine the foundations of Political Science as a social science discipline (theories, core concepts, ideologies, evolution of political thought, etc.); (2) analyze comparative differences in political processes, institutions, and behavior; and (3) investigate contemporary political problems and issues on the domestic and international stage.

There are no prerequisites for this class. Have fun with the course material!

COURSE OBJECTIVES

This course has a number of interrelated objectives:

1. Introduce students to perennial questions, methodological approaches, and key concepts found in the study of Political Science;
2. Survey the various subfields of Political Science, including American Politics, Political Theory, Comparative Politics, and International Relations;
3. Enable students to evaluate and understand differences in political processes and government institutions (and, in particular, who wins and who loses from certain arrangements);
4. Introduce students to contemporary political problems ranging from political polarization in the United States to North Korea’s nuclear program; and
5. Enable students to demonstrate active learning through critical thinking exercises, synthesis and evaluation of course readings, oral discussions and presentations, and analytical writing.

SOCIAL SCIENCE CORE REQUIREMENT

This course fulfills the Social Science Core Requirement. Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human

behavior and community. They will become aware of the various methodological approaches used by social scientists.

REQUIRED TEXT

There is no required textbook in the course. All of the course readings are free of charge and posted on Backboard under the Course Materials tab for each respective learning module. Simply search for an individual topic or lecture meeting to access these readings.

Since we will discuss and link course material to current events on a regular basis, I do ask that you keep up with local, national, and world news. Here are some sources you can use to stay current on major issues/trends (those listed below not the only sources you can reference).

www.nytimes.com
www.washingtonpost.com
www.npr.org
www.csmonitor.com

www.realclearpolitics.com
www.theatlantic.com
www.foreignaffairs.com
www.economist.com

I also wish to make you aware of the following periodicals/journals that are relevant to the study of Political Science, which you may want to refer to when conducting research in the course or seeking a more in-depth explanation of specific topics. These periodicals/journals should also be relevant for those of you who want to major or minor in the field.

Relevant periodicals/journals:

American Political Science Review
American Journal of Political Science
Perspectives on Politics
Journal of Politics
PS: Political Science & Politics
Political Science Quarterly
Political Analysis
International Studies Review
International Political Science Review
International Organization
Human Rights Quarterly
International Security

**These are just a few examples -- please let me know if you have questions or need help locating relevant research.

COURSE REQUIREMENTS

Final grades in the course are based on the following: Class participation/attendance (5%); Policy Memo (15%); Labs (10) (20%); Exam 1 (20%); Exam 2 (20%); Exam 3 (20%).

Participation/Attendance (25 points):

Please attend class. If you do not come to class, you cannot participate in lecture, and thus frequent absences will be factored into your final grade. Participation is recorded based on class discussion (thoughtful comments, active participation, etc.). Attendance is also recorded for each class, and constitutes a portion of your overall grade. You can miss two classes, no questions asked, with no penalty. In the absence of exceptional circumstances, all subsequent absences will be reflected in your participation/attendance score.

Participation and attendance points are calculated at the end of the semester. The following scale is used: 22.5-25 (A); 20-22 (B); 17.5-19 (C); 15-16 (D); 14 or below (F).

Policy Memo (75 points):

You are responsible for writing an objective policy memo on a domestic or international issue of your choice. There are five key themes you must address in the body of the memo: (1) A section detailing why the issue is politically important (e.g., who wins/who loses, who is organized around your issue, why your issue is controversial, etc.); (2) a step-by-step analysis/timeline of how your issue has evolved over time; (3) a section outlining three policy options that are available as potential remedies or solutions to your issue; (4) a section that incorporates and analyzes public opinion data on who supports and opposes each of these three policy options; and (5) a section that contains your recommended policy choice, which should be informed by the feasibility of your policy options based on some type of cost-benefit analysis that weighs the pros and cons of each policy option. You should aim to clearly identify these sections in your memo (through the use subject headings).

Examples of topics you might choose include, but are not limited to:

- What is the best strategy for addressing gun violence in the United States?
- What should abortion policy look like in the United States?
- What should health care policy look like in the United States?
- What is the best option for reforming Social Security, Medicare, or Medicaid? (pick one)
- What should marijuana policy look like in the United States?
- What type of foreign policy strategy should the United States adopt to address North Korea's nuclear and ballistic missile programs?
- What type of foreign policy strategy should the United States adopt when addressing rogue states (e.g., North Korea)?
- How should the Trump administration deal with Iran's suspected nuclear weapons program?
- What type of foreign policy strategy should the US adopt in the Middle East?
- What type of strategy should the United States government adopt to tackle or address climate change?
- What type of strategy should the United States government adopt in the Israeli-Palestinian conflict?
- What type of strategy should the United States government adopt to deal with increased Russian aggression in former Soviet-bloc states (e.g., Ukraine)?
- What is the best way to combat cyberwarfare?
- Does using drones to attack terrorists violate international law?
- What type of strategy should the United States adopt when combatting transnational terrorist organizations?
- What should US trade policy toward China look like?
- What type of strategy should the United States adopt when responding to international humanitarian crises, such as famine (e.g., South Sudan), disease (e.g., future outbreak of Ebola), or failed states (e.g., Somalia)?
- What is the best economic policy for the United States in the global economy? Should the United States government, for example, promote free trade policies, such as the Trans-Pacific Partnership, which was nulled by the Trump administration? Or, should the US government pursue better terms through bilateral agreements or even protectionism?
- Should US food aid policy be reformed?

These are just examples -- other topics are welcomed and encouraged. The goal of this assignment is to allow you to learn more about a contemporary political issue or problem and to examine this complex issue from an objective, non-biased point-of-view. If you decide to write on a topic not listed above, please see me after class or during my office hours and/or send me an email so I can determine

whether your topic is feasible before the topic paragraph is due (this is only applicable if you pick a topic not listed above).

The policy memo must be five pages in length (excluding the title page and bibliography). You should use no less than six scholarly sources (do **NOT** use Wikipedia or other online encyclopedias). Sources must be listed in the body of your memo with page numbers (e.g., (Magstadt 2017, 56)) and then fully listed in a bibliography at the end. Finally, your memo must be typed, single-spaced with one-inch margins, include page numbers, and use Times New Roman with 12 font size. Failure to abide by these requirements will result in point reductions. A grading rubric is available on Blackboard. Please refer to this rubric when submitting a final version of your memo.

A topic paragraph detailing what you intend to address in your memo is due **October 2**. This paragraph is worth five points (out of the 75 points total for the memo assignment). In it, you need to clearly identify your topic, why it is important, and at least three policy options you plan on examining in your memo. For example, if I were doing a topic paragraph on reforming United States food aid, appropriate policy options would include: (1) ending monetization requirements; (2); reforming food origin requirements; and (3) ending cargo preference requirements. I encourage you to think about these policy options sooner rather than later -- having three well-developed policy options will make this assignment much easier. You also need to include the six scholarly sources you plan on using in your topic paragraph, with all six formatted as proper works cited entries. Keep in mind that your policy options must be politically relevant and your sources might change from the time you submit the topic paragraph to the due date for the completed memo. After you turn in your topic paragraph, I will return them with comments and indicate to you whether your topic, policy options, and sources are approved or need to be revised. Revisions are due one week after I pass back the paragraphs in class (those that are not resubmitted will receive a zero).

The memo itself is due **November 25** and is worth 70 points. Each day a memo is late will result in a one-point deduction. To prevent plagiarism, you are required to turn in a digital copy of your memo on Blackboard as well as a hard copy in class. Failure to do so will cause the assignment to be considered late. I will not grade your assignment until I receive both a hard copy and an electronic copy of your memo. If *any* portion of the assignment is plagiarized, you will receive an "F" (numerical score of 0). If you do not understand what plagiarism is or what constitutes plagiarism, please come see me or visiting the Writing Center.

Examples of past assignments are available on Blackboard in the Policy Memo folder. I have also included a document and several links on how to write and structure an effective policy memo. These additional resources should be useful as you are planning, writing, and organizing the assignment.

Labs (100 points):

There are 10 labs in the course, each worth 10 points. These labs are structured in such a way for you to think critically about key terms, concepts, and topics discussed in lecture in a more personal and informal manner. Some labs are group-oriented and have an in-class presentation or discussion component. Other labs require you to complete them outside of class individually. Further instructions and details will be provided in class near the start-date for each lab. You cannot make up a lab unless you make alternative arrangements with me in advance.

Examinations (300 points):

There are three exams in the course, each worth 100 points. Each exam consists of three parts: 30 true/false questions worth one point each, 25 multiple choice questions worth two points each, and one essay question worth 20 points. Each exam will test your knowledge of the material we have discussed for the respective topics leading up to that exam. The third exam will act as the final exam in the

course and 10 percent of the exam is cumulative. This 10 percent of the exam consists of questions drawn from the previous two exams (word-for-word). You cannot take the final exam earlier or later than the date it is scheduled.

Here is an example of how the true/false questions are structured in the first part of each exam:

According to our discussion on political theory, which of the following are true? Mark “A” if the answer is “True” and B if the answer if “False.”

- 1. John Locke thought a strong government was needed to provide security and protection.*
- 2. Plato thought that democracy was the best form of government since ordinary citizens are granted the opportunity to exercise political power.*
- 3. Hobbes argued that we voluntarily enter into a social contract with a weak government to secure our property rights and nothing else.*

(You would answer “B” for “false” for all three on your answer sheet.)

Here is an example of how the multiple-choice questions are structured in the second part of each exam:

31. The Democratic Peace Theory (or Democratic Peace Proposition) states:

- a. Democracies rarely, if ever, go to war with one another.*
- b. Democracies are more peaceful in nature than non-democracies.*
- c. Democracies tend to support United Nations peacekeeping operations more than non-democracies.*
- d. Democracies do not go to war.*
- e. Democracy is the best form of government.*

(You would answer “A” on your answer sheet.)

Here is an example of how an essay question is structured in the third part of each exam:

1. In class we discussed the “science” in Political Science. What is political analysis? What are key components of political analysis? How do political scientists try to “mimic” scientists in the hard sciences (e.g., Chemistry, Physics)? What are limitations to social science research? Be specific and include examples.

(On your answer sheet, you would write a two- to three-paragraph essay response to this question.)

You can prepare for the exams by completing the study guides in advance and attending the review session before each exam. Study guides will be provided at least one week in advance of each exam. These exams are not just meant to be “grades” or summative assessments; their purpose is to make sure you understand the material as we progress in the course. These exams also represent a useful tool to measure your performance, as well as mine, throughout the course.

Please make sure you are on time on exam days. Those who arrive late will be required to take an all essay exam comprised of five essays worth 20 points each. Make-up exams are only allowed if you contact me in advance and present proper documentation excusing your absence (vacations are not excused absences). Furthermore, make-up exams must be scheduled within one week of an exam being administered.

GRADING

Your overall grade for the course is comprised of the following:

Exam One	100 points
Exam Two	100 points

Exam Three	100 points
Labs	100 points
Policy Memo	75 points
<u>Attendance</u>	<u>25 points</u>
Total Points	500 points

Grades will be assigned according to the following grading scale:

465 – 500	=	A (93-100)
450 – 464	=	A- (90-92)
435 – 449	=	B+ (87-89)
415 – 434	=	B (83-86)
400 – 414	=	B- (80-82)
385 – 399	=	C+ (77-79)
365 – 384	=	C (73-76)
350 – 364	=	C- (70-72)
300 – 349	=	D (60-70)
0 – 299	=	F (below 60)

Success in the course requires performing well throughout the course of the semester, not just passing the first two exams or receiving a satisfactory grade on the policy memo. Students are advised to keep graded assignments and copies of submitted work until they receive their final grades in the course. I will entertain any questions or concerns regarding grades within one week of the return of an assignment -- I do not engage in end-of-semester grade bargaining.

COURSE POLICIES & REQUIRED STATEMENTS

Course Website & Technology

Students are required to access the course website on Blackboard regularly. Readings, lecture outlines, study guides, grades, web links, and other supplemental materials are only made available through this forum. If you do not have a copy of Microsoft Office, you can download a free version at: www.slu.edu/its/new-to-slu/free-office-365-for-slu. Please let me know if you have problems accessing or navigating Blackboard or contact ITS if you experience technical problems.

Late Policy

Late assignments are accepted but with a letter grade penalty for each day an assignment is late (e.g., two letter grades (20%) are automatically deducted from an assignment if it is due on Monday but turned in on Wednesday). All assignments must be handed in on time unless you provide a University accepted excuse. If you suspect that you might have a problem submitting an assignment on time, please let me know!

Lectures

This course utilizes a mixture of lectures, in-class discussions, and in-class labs. Typically, I will lecture on a topic first and then use an in-class lab or discussion to allow you to think about important concepts or topics in a more informal and personal manner. Often the best way to learn about a complex topic is to actually discuss the information with your peers or your professor. Simply memorizing information for an exam does not constitute active learning or promote intrinsic motivation (since you will throw that information away after an exam or the semester is over).

I expect you to listen attentively, take notes, and ask questions if you do not understand the course material during lecture. I also expect everyone to contribute to class discussions on a regular basis. Avoid coming to class late or leaving class early. If you must do so, please let me know in advance.

Lecture outlines for each class period are available on the course website. I encourage you to print these outlines out in advance for each class. Doing so will enable you to take notes effectively. There are also review questions on each outline, which should prove to be very helpful when studying for the exams.

Course Reading Material:

In order for the class to function smoothly, students are expected to be familiar with all assigned readings *before the class meeting* for which they are assigned. With this being said, there is no expectation on my part that you will understand the reading material completely. All I expect is that you try to keep up with the assigned readings since the lectures substantially expand on the course reading material. It is important to note that the lectures and the assigned readings complement each other; they are not substitutes. Further, most lectures do not cover the readings beyond our class discussions, which may not do justice to the main arguments, data, or results/findings in them. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom.

Rules of Behavior:

1.) In order to foster an open learning environment, please behave in a respectful manner toward others. The lectures, course material, and discussions on current events are intentionally structured to encourage debate and I am sure many of you do not share the same opinions or beliefs. Since it is important that everyone feels comfortable participating in class, please do not insult others or their point of view. I reserve the right to remove students from the class who do not abide by this rule.

2.) Please refrain from using laptops, tablets, and/or smart phone devices for non-educational purposes (e.g., games, web-browsing, Facebook, Twitter, texting, etc.) during class (it's pretty easy to tell if you're doing so). Also, please turn your cell phone either off or on silent before class starts. **Finally, you may not use your cellphone, laptop, or tablet to take pictures or record lectures without my permission.** Failure to abide by these rules may be grounds for removal from class -- as is failing to laugh at my jokes. If cell phones or laptops become a distraction, I reserve the right to prohibit students from bringing them to class.

Academic Integrity:

Academic integrity is honest, truth and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website here: <http://www.slu.edu/provost/policies.php>.

Additionally, each SLU college, school and center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the

department of your academic program, or the dean/director of the college, school or center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found here: <http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>.

Plagiarism and Academic Dishonesty

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authorized by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an *automatic grade of 0 for that assignment* and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a large sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/x12657.xml>.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, Room 36; akratky@slu.edu; 314.977.3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources.php>.

Student Learning & Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the

School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, department resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success

Disability Services Academic Accommodations

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314.977.8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Writing Services

Please take advantage of the University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any assignment, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation. For more information, or to make an appointment, call 314.977.3484 or visit www.slu.edu/writingservices.xml.

Course Evaluations

Please do your best to complete the course evaluation at the end of the semester. This evaluation is your opportunity to provide feedback regarding the course content, the professor, and your overall impression of how the material was presented. These evaluations are anonymous, yet extremely valuable. Help me know what you think works and does not work for you in the course (and be completely honest)!

COURSE SCHEDULE

***Tentative and subject to change. Key dates, University holidays, discussion topics, readings, and assignments are bolded.

Module 1: Introduction & Overview

Topic 1: What is Political Science?

- 8/26 Icebreakers & introduction to course, learning objectives, syllabus, course website, and content material/focus.
- 8/28 **Lab 1:** Hacking academic articles (10 pts.)
Discussion: How do you approach academic articles/readings? What should you look for when approaching an article, say in a professional journal, for the first time? How can optimize your time & understanding of academic articles?
- 8/30 & 9/4 **Theme:** What is the study of Political Science? What do Political Scientists do? What are the subfields of Political Science? What are key concepts central to the study of Political Science? What have political scientists found (i.e., generalizations)?
Read: Cameron, “What is Political Science?” (Bb)
- 9/2 **Labor Day (No Class)**
- 9/6 **Lab 2:** Subfields Carousel (10 points)
Read: Subfields handout & review Cameron article

Topic 2: The Normative Roots of Political Science: Classical Western Political Thought

- 9/9 - 9/13 **Discussion:** What are the perennial or “timeless” questions that influenced Political Science as an academic discipline? What is justice according to Plato? What about Marx? What is the best “form” of government according to Hobbes? What about Locke? Is classical political thought still useful for answering pressing questions today?
Read: Magstadt, “Utopias: Model States” (Bb); Hobbes, “Leviathan” (selected pages on Bb); Locke, “Two Treatises of Government” (selected pages on Bb); Machiavelli, “The Prince” (selected pages on Bb); Marx and Engels, “Manifesto of the Communist Party” (Bb)
Lab 3: Classical Political Philosophers Storyboard (10 points)

Topic 3: The “Science” in Political Science: The Number Revolution

- 9/16 - 9/18 **Discussion:** How can the study of politics be scientific? What is the distinction between a soft and hard science? How do political scientists mock “hard” scientists? What are the methods and outcomes? Is Political Science research actually useful?
Read: King, Keohane, and Verba, “The Science in Social Science” (Bb); Shively, “Principles of Political Analysis” (Bb); Eakin, “Political Scientists Are in a Revolution Instead of Watching” (Bb); Cohen, “Field Study: Just How Relevant is Political Science?” (Bb); Singal, “The Case of the Amazing Gay-Marriage Data” (Bb); skim two paper examples (Bb)
- 9/20 & 9/23 **Lab 4:** Designing a Research Study (10 points)

Topic 4: Ideologies & “Isms” in Political Science

9/25 - 9/30

Discussion: What is a political ideology? How are ideologies useful? What are the three main European ideological schools? What would a classical liberal say to a classical conservative? What exactly is “socialism” & how is it different from more radical leftist ideologies? Is Marxism dead? Are labels abused and used to demonize opponents?

Read: Shively, “Modern Ideologies and Political Philosophy” (Bb)

Lab 5: Where Do You Stand Politically? (10 points)

(Complete before class: <https://www.politicalcompass.org/>)

10/2

Review Session for Exam 1

Bring study guide to class.

Policy Memo Topic Paragraph Due (5 points)

10/4

Exam 1 (100 points)

Module 2: Comparative Differences in Political Processes, Institutions, & Outcomes

Topic 1: Democratic Systems & Democratic Erosion

10/7 - 10/11

Discussion: What is a “democracy”? Why is it useful to distinguish between “liberal” and “illiberal” democracy? How “healthy” is democracy worldwide?

Read: Dahl, “Polyarchy” (Bb); Zakaria, “The Rise of Illiberal Democracy,” (Bb); Diamond, “The Democratic Rollback: The Resurgence of the Predatory State” (Bb); Skim “Freedom in the World Report 2019” (Bb)

Topic 2: Totalitarian & Authoritarian Systems

10/14 - 10/18

Discussion: What is totalitarianism? What is authoritarianism? What are different types of authoritarian regimes? What’s the common denominator?

Read: Magstadt, “The Authoritarian Model: Myth & Reality” (Bb)

Lab 6: The Hermit Kingdom (10 points)

Monday, October 21 (10/21) -- No Class -- Fall Break

Topic 3: Presidential, Parliamentary, Semi-Presidential Systems

10/23 - 10/25

Theme: What is a presidential democracy? What is a parliamentary democracy? How is a semi-presidential system a hybrid of the two? How does the American political system differ from the UK’s political system?

Discussion: What would the American political system look like if a parliamentary system existed, rather than a presidential system? What would this mean for extremely unpopular presidents? On the flip side, what would a presidential system in the UK mean for Brexit?

Read: Sartori, “Parliamentary Systems” (Bb); Linz, “The Perils of Presidentialism” (Bb); Shugart, “Semi-Presidential Systems: Dual Executive and Mixed Authority” (Bb)

Lab 7: Presidential & Parliamentary Diagrams (10 points)

Topic 4: Electoral Systems: Who Participates, How, and Why Does it Matter?

10/28 - 10/30	Discussion: What is an electoral system? How do electoral systems differ? Why do these differences matter as it relates to inputs and outputs? What exactly is the Electoral College in the United States, and why is it now so controversial? Read: Norris, “Choosing Electoral Systems: Proportional , Majoritarian, and Mixed Systems” (Bb)
11/1	Review session for Exam 2 <i>Bring study guide to class.</i>
11/4	Exam 2 (100 points)

Module 3: Contemporary Political Issues & Global Problems

Topic 1: Political Polarization in the United States

11/6 - 11/11	Discussion: What does polarization look like in the United States? What is causing it? What can be done? What are the consequences of increased polarization in the United States? Who is actually polarized - elites or ordinary Americans? Read: Hochschild, “Strangers in their Own Land” (Bb); Fiorina et al., “Culture War? The Myth of a Polarized America” (Bb); Abramowitz and Saunders, “Is Polarization a Myth?” (Bb); Katz, “Duck Dynasty vs Modern Family: 50 Maps of the US Cultural Divide” (Bb)
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Topic 2: Contemporary Violence & Armed Conflict

11/13 - 11/18	Discussion: How is violence changing? What’s “new” about global violence? How does this changing nature of global violence affect civilians? How does it affect peacebuilding? How do Syria & the DR Congo illustrate these trends? Read: Dupuy & Rustad, “Armed Conflict Trends, 1946-2017” (Bb); Kaldor, “In Defense of New Wars” (Bb); CFR, “Syrian Civil War” (Bb); CFR, “The Eastern Congo” (Bb) Lab 8: Civil War in Eastern DRC VICE documentary (10 points)
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Topic 3: Arms Proliferation & A New Global Arms Race?

11/20 - 11/25	Discussion: What is the NPT as the hallmark feature of today’s global anti-proliferation regime? How do North Korea’s (DPRK) and Iran’s nuclear and ballistic missile program constitute a threat to this regime? What is the history of “carrots” and “sticks” as applied to this issue? Are we witnessing the emergence of a new arms race between old (US/Russia) and new foes (US/China)? Read: Schulte, “Stopping Proliferation Before It Starts” (Bb); Tannewald, “The Vanishing Nuclear Taboo?” (Bb); Mousavian, “The Strategic Disaster of Leaving the Iran Deal” (Bb)
11/25	Policy Memo due (70 points) Lab 9: Peer Review (10 points)
11/27 & 11/29	No Class – Thanksgiving Break

Topic 4: US-China Trade War: The End of the Liberal Economic Order & A Return to Protectionism?

12/2 - 12/4	Discussion: What is causing economic tensions between the US and China? What are the main concerns voiced by American policymakers? What is a tariff, and how is the US targeting the Chinese economy through tariffs? How has China responded to
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these tariffs? Does the use of protectionist policies by the top two economies in the world threaten the liberal economic order created in the second half of the 20th century?

Read: CFR, “US-China Trade War: How We Got Here” (Bb); Mearsheimer, “Can China Rise Peacefully?” (Bb); Friedburg, “Bucking Beijing: An Alternative US China Policy” (Bb)

Lab 10: US-China Trade Timeline

Topic 5: Revisiting Big Ideas

12/6

Discussion: What “big ideas” emerged in the aftermath of the Cold War concerning the future shape of world politics? What did Huntington say? Fukuyama? Kaplan? Were they right?

Read: Huntington, “The Clash of Civilizations?” (Bb); Fukuyama, “The End of History?” (Bb); Kaplan, “The Coming Anarchy” (Bb)

12/9

Course Synthesis/Exam 3 Review

12/16

Exam 3 (100 points)

12pm - 1:50pm