

## Introduction to Comparative Politics

POLS 1500-01/1500(H)  
T/R 9:30am-10:45am  
Location: McGannon Hall 121  
Spring 2016

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Please note that this course fulfills the College of Arts and Sciences Core requirements for:

- ***The Social Sciences:*** *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.*

### **Course Description and Objectives:**

Political science is divided into several sub-disciplines including comparative politics, political theory, American politics, international relations, and public policy. Comparative politics is the study of the domestic politics of foreign states. This course will introduce students to the methods, concepts and theories that guide scholars of this field. Important concepts in Comparative Politics include the state, political economy, democracy, authoritarianism, communism, terrorism, and globalization.

In addition to learning about the field, this course is focused on developing reading skills, and particularly the ability to read and outline scholarly journal articles, a skill that will benefit students in future courses in political science and other disciplines. Finally, because an understanding of contemporary events is essential to a student's success in the study of politics, a third expectation is that students will develop the habit of reading a newspaper on a daily basis. Students who fulfill all course requirements will be prepared for a successful undergraduate career in political science.

### **Course Requirements:**

Class attendance, completion of all reading assignments, participation in team-based learning exercises and class discussion, two exams, and a daily commitment to reading the International Section of a reputable newspaper.

### **Attendance Policy/Participation Grade**

Students are expected to attend all class sessions and participate actively in discussions in order to gain full participation credit. The professor will provide guidance on what types of comments in class discussions are acceptable and beneficial for fulfillment of the participation grade. Two unexcused absences are allowed before the student's grade is impacted. Completion of online evaluation at the end of the course is a part of classroom participation and is expected from all students.

### **Reading Assignments:**

There are generally less than fifty pages of reading each week of class, which is less than is usually assigned for an introductory course in political science. I have assigned less reading because scholarly writing is denser than standard textbooks. Students must learn to read academic texts differently than novels or textbooks. Students should be able to summarize the argument of the article and should be able to discuss them using the terms provided in course lectures. Students will be permitted to use any notes

taken while reading on in-class quizzes (not tests). In other words, students are strongly encouraged to outline their reading assignments.

**Team-Based Learning:**

Team-Based Learning is a proven method for increasing student comprehension, encouraging participation and discussion and developing critical reading skills. The method is simple. Students are assigned a group in the first week of classes. Throughout the semester, student progress will be randomly assessed through pop quizzes. Students will then retake the same quiz as a member of a group. The entire group must come to unanimous agreement on the answers to the quiz. The student's grade will be an average of his or her individual score and the group's score. The quizzes thus provide an incentive for students to learn to talk about scholarly literature since students have to convince their colleagues why they should select a particular answer in order to protect their grades.

**Newspaper Requirement:**

Students are expected to read the international section of a newspaper daily. Because *The New York Times* is available for free on campus, it is highly recommended that students arrive to campus early enough to obtain a hard copy of the paper. Other acceptable newspapers, all of which are available online, include: *The Wall Street Journal*, *The Washington Post*, *The Guardian*, *BBC*, *Le Monde*, *al-Jazeera*, etc. *The USA Today* is not an acceptable newspaper for this requirement. Students should expect to spend about thirty minutes a day reading the news.

**Exams:**

There are two exams in this class: a midterm and a final exam. The exams are not cumulative. Students can and are encouraged to study for these exams with their colleagues. The exams will only address material from readings and lectures (not current events). They will be multiple choice.

**Grading Scale:**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

**Grading Detail:**

20%	Class attendance and participation
30%	Quizzes (to evaluate student reading comprehension of required texts and a major newspaper, as well as team-based learning exercises)
50%	Two exams

**Required Text:**

ERCP: *Essential Readings in Comparative Politics*, 4<sup>th</sup> edition, Patrick O'Neil and Ronald Rogowski

**Recommended Text:**

ECP: *Essentials of Comparative Politics*, 4<sup>th</sup> edition, Patrick O'Neil

- *This textbook is recommended for students who want a traditional textbook with definitions of concepts in order for review purposes. It is not required.*

Both texts are published by W.W. Norton and Company. Students are welcomed to purchase older editions of textbooks but will be responsible for obtaining any missing readings and determining page number equivalencies from colleagues.

**Extra Credit:**

There is one extra credit opportunity in this class. On 28 April we will discuss the significance of comparative politics. Students who arrive to class that day with a thoughtful reflection paper answering the question, “What is the significance of comparative politics?” will receive one extra credit point on their final grade. The reflection paper should be one page and double-spaced in 12-point font with one-inch margins.

**Honors Students:**

Students who are enrolled with this course as Honors students have an extra assignment. They will write an annotation for each reading assigned on the syllabus, and gather them into one document thus creating an annotated bibliography. The first draft of the bibliography is due **4 February 2016** and should include all readings assigned up to that date. The final bibliography is due **21 April 2016**.

The format for each entry is highly formulaic. The average length of an entry should be 250 words. Do all of the following: Identify the main argument of the scholarship (maybe an actual quote), rephrase this argument in your own words, identify the scope conditions (to what/whom/when does this theory apply?) and clarify if there are any articulated or implied biases. Finally, evaluate the argument. Does it offer an appropriate solution to a problem? Why or why not? Is the argument well supported? What evidence is particularly strong or weak? Each entry should begin with a full citation. Follow the style guide from the journal Comparative Politics available at: <http://web.gc.cuny.edu/jcp/style.htm>

**Academic Integrity:**

*Academic integrity is honest, truthful 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 via 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 at:

[http://www.slu.edu/Documents/provost/academic\\_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf).

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 at:

<http://www.slu.edu/x12657.xml>

**Title IX Provisions that govern relations between students and faculty:**

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](mailto: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: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy> [www.slu.edu/here4you](http://www.slu.edu/here4you) .

**Student Learning and Disability Statement:**

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. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to [www.slu.edu/success](http://www.slu.edu/success).

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or [314.977.3484](tel:314.977.3484) to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

**Reading Schedule:**

*Bullet points below each day are that day's homework, in other words, they are due the following session.*

**Week One: Introduction**

12 January: Review syllabus and Introduce Team-Based Learning

- Read the article, "Forget what you know about Good Study Habits" in *The New York Times*. 7 September 2010. <http://www.nytimes.com/2010/09/07/health/views/07mind.html>
- 1 page reflection paper: Evaluate your study habits.

14 January: How to Outline

- Resource: Basic outlining  
<http://www.lib.jjay.cuny.edu/research/outlining.html>
- Class Activity: Outlining Lichbach and Zuckerman text
- Homework for tonight: read and outline: King, Keohane and Verba text

**Week Two: What is Comparative Politics?**

19 January: Introducing the field

- In-class: Teams assigned
- Read and outline: Bartels

21 January: Comparing KKV and Bartels

**Week Three: The State**

26 January: Lecture on the State

- Read and outline Herbst
- Read and outline: Krasner

28 January: Discuss Herbst and Krasner

**Week Four: Nations and Society**

2 February: Lecture on Nations and Society

- Read and outline: Hobsbawm
- Read and outline: Fearon and Laitin

4 February: Discussing Hobsbawm and Fearon and Laitin

**Week Five: Political Economy**

9 February:

- Introductory lecture to Political Economy
- Read and outline: Smith
- Read and outline: North

11 February: Discussing Smith and North

### **Week Six: Democratic Regimes**

16 February: Introductory lecture on Democratic regimes

- Read and outline: Putnam
- Read and outline: Stepan, Linz and Yadav

18 February: Discussing Putnam and Stepan, Linz and Yadav

### **Week Seven: Nondemocratic Regimes**

23 February: Lecture on Nondemocratic Regimes

- Read and outline: Linz and Stepan
- Read and outline: Levitsky and Way

25 February: Discussing Linz and Stepan and Levitsky and Way **with Dr. Nori Katagiri**

### **Week Eight: Midterms**

1 March: Reviewing for the midterm

3 March: **The Midterm**

### **Week Nine: Spring Break (no classes)**

### **Week Ten: Political Violence**

15 March: Introduction to Political Violence

- Read and outline: Goldstone
- Read and outline: Skocpol

17 March: Discussing Skocpol and Goldstone

### **Week Eleven:**

22 March: Grant Opportunities for Undergraduates

24 March: **NO CLASS – EASTER BREAK**

### **Week Twelve: Advanced Democracies**

29 March: Introductory lecture on Advanced Democracies

- Read and outline: Tocqueville
- Read and outline: Duverger

31 March: Discussing Tocqueville and Duverger

### **Week Thirteen: Communism and Post-communism**

5 April: Introduction to Communism

- Read and outline: Marx and Engels
- Read and outline: Bunce and Wolchik

7 April: Discussing Marx and Engels and Bunce and Wolchik

**Week Fourteen:** Less-Developed and Newly Industrializing Countries

12 April: Introductory lecture to Less-Developed and Newly Industrializing Countries

- Read and outline: Collier and Gunning
- Read and outline: Krugman

14 April: Discuss Collier and Gunning and Krugman

**Week Fifteen:** Globalization

19 April: Globalization lecture

- Read and outline: Florida
- Read and outline: Jiang

21 April: Discuss Florida and Jiang

**Week Sixteen:** Final Exam Preparation

26 April: Final Exam Prep session

- One-page reflection paper (**extra credit**): What is the significance of comparative politics? due in class 28 April

28 April: So what? Assessing the importance of comparative politics

**Final Exam:** Thursday 5 May 2016 8:00am -9:50am