PSCI 2012: INTRODUCTION TO COMPARATIVE POLITICS

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University of Colorado at Boulder
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Math 100 MW 10:00AM - 10:50AM

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COURSE OBJECTIVES: Comparative politics is the study of politics in multiple, and typically foreign, countries. In this course, students will learn about many of the fundamental questions and themes examined in the field of comparative politics. We will approach these themes by considering the contemporary political histories of four countries: the United Kingdom, Russia, China, and South Africa. After taking this course students will (1) be more familiar with world affairs and be able to follow current events more knowledgeably, (2) be able to identify and engage themselves in solving global political and economic problems, and (3) better understand what is unique about the US political system.

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REQUIRED READING: All readings listed on this syllabus are required. Five books are available for purchase at the CU Book Store, and two copies of each are also available on course reserve at Norlin Library. They are as follows:

- (1) Essentials of Comparative Politics, 3rd Edition by Patrick H. O'Neil (abbreviated as "Essentials" on this syllabus)
- (2) Cases in Comparative Politics, 3rd Edition by Patrick H. O'Neil, Karl Fields, and Don Share (abbreviated as "Cases" on this syllabus)
- (3) China Road by Rob Gifford
- (4) Putin's Labyrinth by Steve Levine
- (5) We Are All the Same by Jim Wooten

A small number of other required readings are available on course electronic reserves (abbreviated as "E-RES") and through CULearn. Aside from this syllabus, all course "handouts" are emailed to students and posted to CULearn; they are not printed, copied, and handed out.

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GRADES: Overall, the final grade will be allocated in the following manner:

1)	Examinations	45%
,	o Midterm: 15%	
	o Quiz: 10%	
	Final: 20%	
2)	Research Paper:	20%
3)	Recitation Section:	20%
,	o Attendance: 10%	
	Performance: 10%	
4)	Simulation:	10%
•	Short Paper: 9%	
	 Game Result: 1% 	
5)	Clickers:	5%

First, 45% of the overall grade is based on three closed-book, in-class examinations: a Midterm (15%), a Quiz (10%), and a Final (20%). The Midterm will cover Unit 1 material, the Quiz will cover Unit 2 material, and the Final will cover Unit 2 and Unit 3 material. Examinations will not be given to anyone at a day and time other than that already specified on this syllabus, unless students have discussed with the instructor IN ADVANCE special arrangements due to disability or final exam conflict. Students with disabilities must show Professor Baker within the first three weeks of class authorization from the Office of Services to Disabled Students and must take the examination at the specified time.

Second, twenty percent of the final grade is based on a 1000-word research paper (4-5 pages). Research papers handed in after the specified time will have ten percentage points subtracted from their final score each business day they are late. Students must also submit papers to turnitin.com, and the same late

penalty applies to these electronic submissions. Information on the research paper question and topic will be distributed after the Midterm.

Third, students will be graded for their attendance (10%) and performance (10%) in recitation sections. Teaching assistants (TAs) will keep track of recitation attendance, and students will be allowed two "freebie" absences. Beyond two recitation absences, the attendance grade will be lowered from 100 by ten percentage points per absence. Students with eight or more recitation absences will either have to drop the class or receive an "F". The "performance" component of the grade is based on student engagement and participation as well as other assignments given at the TA's discretion.

Fourth, there will be a group-based role-playing simulation exercise carried out in students' recitation sections. Students will write a short paper (9%) in preparation for the simulation. Again, papers handed in after the specified time will have ten percentage points subtracted from their final score each business day they are late. Students will also be assigned a grade (1%) based on the results of the simulation.

Finally, student scores on the daily "Clickers" questions in lecture will be graded (5%). Students receive four "freebie" clicker days, to be used for absences or poor clicker performance. Clickers are NOT used in recitation sections.

There are no extra credit projects available in this course. Final grades will be determined using the following percentage scale: A=94-100, A-=90-94, B+=87-90, B=84-87, B-=80-84, C+=77-80, C=74-77, C-=70-74, D+=67-70, D=64-67, D-=60-64, F=<60.

As always, academic dishonesty is not tolerated. Students engaging in academic dishonesty will receive an "F" in the class and may be expelled. Academic dishonesty includes, but is not limited to, passing off the work of others (especially that of current or former students as well as published or on-line text) as your own. Cheating on Clickers entries is also academic dishonesty.

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MISCELLANEOUS GUIDELINES:

Religious holidays, sickness, and other reasons for absence that are "legitimate" DO COUNT against your freebie absences in recitation and lecture. You are strongly advised to use your freebies for these purposes.

Powerpoint slides are NOT posted or otherwise made available to students outside of class. If you miss class, you should copy the notes from a classmate.

In the lecture hall, please turn off your cell phones. Also, please do not read newspapers, bring your dog(s), chat with your neighbor, or use laptops for purposes other than taking notes.

COURSE SCHEDULE:

INTRODUCTION

Weeks 1 and 2

August 23, 25, 30, and September 1

Course Themes

• Chapters 1-4, 11 (Essentials)

Suggested recitation topic:

What is politics? What is democracy? Can democracy exist without economic wealth? Which economic system would you prefer living in? Has globalization weakened the nation-state?

UNIT 1: POLITICS IN DEVELOPED COUNTRIES: THE UNITED KINGDOM IN COMPARATIVE PERSPECTIVE

Weeks 3 and 4

September 8, 13, and 15

Britain's Political Eras and Prime Ministers

Chapter 7 (Essentials)Chapter 2 (Cases)

Suggested recitation topic:

What are the pros and cons of collectivism and Thatcherism? What are the pros and cons of the Third Way? What was Brown's downfall and what will be the future of the current coalition government?

Week 5

September 20 and 22

Parliamentary Systems and

• Chapter 5 (Essentials)

Electoral Systems

• Sodaro, Michael (2008). "Democracy: How Does It Work?" (E-RES)

Suggested recitation topic:

Compare and contrast presidential and parliamentary systems. Meet with your simulation "parties."

Week 6

The US in Comparative

Perspective

September 27 and 29

• Chapter 3 (Cases)

• Allen, Christopher (2006). "The Case for a Multiparty..." (E-RES)

Recitation:

Simulation of a parliamentary system

SHORT PAPER DUE ON SEPTEMBER 29 IN CLASS

Week 7a

October 4

MIDTERM EXAM IS OCTOBER 4 IN CLASS!

Recitation:

NO RECITATION SECTIONS THIS WEEK (OCTOBER 4-8)!

UNIT 2: POLITICS IN THE POST-SOCIALIST DEVELOPING WORLD: ECONOMIC AND POLITICAL TRANSITIONS IN CHINA AND RUSSIA

Week 7 b

October 6

Politics and Economics in Developing Countries

• Chapters 6 and 9 (Essentials)

Week 8

October 11 and 13

China: Mao and Deng

Chapter 8 (Cases)

• Chapters 1-12 (China Road)

Suggested recitation topic:

Why are some countries richer than others? Why are some countries

more democratic than others?

Week 9

October 18 and 20

China: Cultural Pluralism

• Chapters 13-23 (China Road)

Suggested recitation topic:

Why has China achieved economic growth without democratization?

What is the solution to China's Tibet question?

Week 10

October 25 and 27

Russia: Marxism and the USSR

Chapter 8 (Essentials)Chapter 7 (Cases)

Chapter / (Cases)

Chapters 1-3 (Putin's Labyrinth)

Suggested recitation topic:

Why did the Soviet Union collapse?

Week 11

November 1 and 3

Russia's Transitions:

• Chapters 4-10 (Putin's Labyrinth)

Yeltsin, Putin and Medvedev

Suggested recitation topic:

Why do so many Russians like Putin and Medvedev?

Week 12

November 8 and 10

QUIZ IS NOVEMBER 10 IN CLASS!

Recitation:

Come to recitation prepared to discuss your research paper idea

UNIT 3: POLITICS IN THE DEVELOPING WORLD: SOUTH AFRICA AND EPIDEMICS IN AFRICA

Week 13

November 15 and 17

Politics in South Africa

• Chapter 13 (Cases)

Suggested recitation topic:

Why did apartheid begin and end?

Week 15

November 29 and December 1

HIV/AIDS in S. Africa

• pp. vii-106 (We Are All the Same)

Suggested recitation topic:

What are the causes of and solutions to the HIV/AIDS epidemic in Africa? In comparison to other world problems, what priority should

HIV/AIDS receive?

December 1

RESEARCH PAPER IS DUE DECEMBER 1 IN CLASS!

Week 16

December 6 and 8

HIV/AIDS in S. Africa

• pp. 107-240 (We Are All the Same)

Suggested recitation topic:

Is it ethical for drug companies to charge for HIV/AIDS medications?

Review for final

Final

Saturday, December 11, 4:30PM - 7:00 PM

CLICKERS GUIDELINES

Five percent of students' final grades will be based on Clickers scores, accumulated during each lecture throughout the semester. STUDENTS SHOULD BRING CLICKERS TO EVERY LECTURE! Clicker questions are either (1) one-point, participation-only questions or (2) two-point, participation & accuracy questions. Either way, students always receive some credit for just participating.

At the end of the semester, students' four worst Clicker days will be discarded, and the Clicker grade will be based on the percentage accumulated over all remaining days. These four freebies should be used wisely! Days for which students receive a Clicker score of 0 will be counted against the four freebies. These include absences for ANY reason (including sickness and religious holidays), technical difficulties with a Clicker (dead batteries, unregistered clicker, broken clicker), or a forgotten Clicker. Note that the instructor and TAs cannot loan out Clickers to students! Students who arrive late or leave early to class will also miss Clicker points. Most lectures will begin with a Clicker question, typically on the assigned readings for that day or on the previous lecture, and most will also end with one. Students do not have to bring Clickers to recitation sections.

To receive proper credit, ALL STUDENTS MUST HAVE THEIR CLICKER REGISTERED TO THEIR NAME!!! Students only need to register a Clicker once; if you have registered a Clicker for another class, it should be already registered for this class. To register, login to CUConnect and select the Courses tab. In the Schedule and Grades section, click on the CU Clickers Registration button. In the registration field, enter your Clicker ID and click the registration button. The ID is the number on the white label on the back of the Clicker. For more information, go to http://www.colorado.edu/its/cuclickers/students/register.html

To give students time to register and test-run their Clicker for this class, scores will not be officially recorded and begin affecting grades until the lecture of September 13. We will have plenty of trial runs before then, however, and CUClicker scores will be posted in CULearn after these classes so students can make sure that their answers are being recorded correctly. IT IS THE STUDENTS' RESPONSIBILITY TO CONFIRM THAT THEIR SCORES ARE BEING RECORDED!!!!

Students who are found cheating with their Clickers (e.g., entering answers for friends who are absent) will earn an "F" as their final course grade and be referred to Honor Council.

Please email Professor Baker with questions/concerns about Clickers.

UNIVERSITY OF COLORADO POLICIES

Students with Disabilities

According to the Americans with Disabilities Act, students with disabilities should ask for 'reasonable and timely' accommodations. You are welcomed to do so in the first two weeks of the semester either during my office hours or after class. These accommodations can be extended if you are a student with a disability and are registered with the Office of Services to Disabled Students. Please refer to the web link www.colorado.edu/disability.services or contact 303-492-8671, Willard 322 for information. University regulations on this issue will be strictly observed. If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities.

Cheating and Plagiarism

Cheating or plagiarism will be treated according to the University regulations which will be strictly observed. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Students are strongly advised to familiarize themselves with the University of Colorado's Code for Academic Honesty at https://www.colorado.edu/academics/honorcode/. www.colorado.edu/academics/honorcode/ Religious Observances

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Students in this situation can ask for "reasonable and timely" accommodations. Please review the syllabus closely and try to find out whether you have time conflicts with any of the assignments. I encourage you to do so in the first two weeks of the semester and inform me about your concerns either during my office hours or after class. Full details can be found at http://www.colorado.edu/policies/fac_relig.html. Classroom Behavior

Classroom Behavior
Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See polices at http://www.colorado.edu/spuicies/classbehavior.htm and at http://www.colorado.edu/spuicies/classbehavi

Discrimination and Harassment
The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes she has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh.