

Tradition, Revolution, and Change
IR 6634
Term II, 2015-2016
Weekend Format, Kadena Air Base
Course Syllabus

Instructor: Dr. Joel R. Campbell

Meeting dates: October 24-25, November 21-22, 2015

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Advising: Before or after Weekend class sessions,
or at a mutually convenient time at the 1st Floor faculty office.

COURSE DESCRIPTION:

COURSE OBJECTIVES: After taking this course, the student should understand basic comparative politics ideas, including the nature of politics and the political economy in developing nation-states. Topics for developing states include the nature of economic development, political and legitimacy crises in developing nations, the failing state phenomenon, governance and corruption. In addition, the student should be able to explain standard theories and the values that underlie the differing positions on comparative topics internationally.

COURSE REQUIREMENTS: Students are expected to keep up with the readings and to participate materially in all assignments. Students should obtain a TROY e-mail account and check it regularly, as this will be the means of providing notice of assignment changes, class cancellations, or other matters concerning class.

All dates and time provided in this syllabus refer to Japan time (GMT + 09:00).

TEXTBOOKS

Jack A. Goldstone, *Revolutions: Theoretical, Comparative, and Historical Studies*. Belmont, CA.: Thomson Wadsworth, 2003.

Stuart Easterling, *The Mexican Revolution: A Short History, 1910-1920*. Chicago: Haymarket Books, 2012.

Francis Fukuyama, *The Origins of Political Order: From Prehuman Times to the French Revolution*. New York: Farrar, Straus and Giroux, 2011.

COURSE GRADES

GRADE SCALE

Final Examination	30%	A: 90-100
Quizzes	15%	B: 80-89
Review Essays	20%	C: 70-79
Book Review	10%	D: 60-69
Participation/small groups/ Discussion	25%	F: 0-59

A. Exams

This course will include a Mid-term Exam (5th week) and a final exam (9th week). Exams will include material covered in the readings, items discussed in class, and material from the course website. Exams will consist of short answer and essay questions.

B. Student Presentations

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C. Review Essays

Students will draft two review essays; each should be at least five pages. Each review essay will account for 10% of the course grade, for a total of 20% of the course grade.

Essay 1: Due 6/15 – As presented in the textbooks and lecture/discussion/videos, discuss what you believe are the three most important issues of economic development.

Essay 2: Due 7/10 – Discuss the most important issues involved with governance and policymaking in the developing world, with reference to both the textbooks and lectures/discussion.

WEB-ENHANCED PORTION: This is a Web-Enhanced (W-E) course that combines instruction inside and outside of the classroom. Troy requires forty-five hours of instruction for a three-unit course. We will meet for a total of thirty-six hours in the classroom, so nine hours must be covered outside of class. Troy regulations stipulate that the out-of-classroom portion may be Blackboard, CD/DVD, memory stick, reading/study/writing, and other methods, or a combination of these.

The W-E portion in this course will consist of a written review of Acemoglu and Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. This review should be completed during the term and submitted by e-mail to me by July 1, 2015. This assignment should summarize the main ideas/themes, critique the book, and provide critical analysis of the book's topic. I will provide feedback to your reviews by e-mail.

METHODS OF INSTRUCTION

Lectures, Class Discussion/Questions/Small groups, Student presentations, Student research papers

The Troy University MSIR program uses the Blackboard educational technology system for its courses. Your professor will explain to you any use of Blackboard activities in the course.

ATTENDANCE POLICY: Students are expected to attend ALL class sessions. Students should complete the assigned readings BEFORE the class session (see schedule below), so that you can discuss topics raised by them and answer questions about them. Any absences for TDY, military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in a lower course grade. Excessive absence may result in either a failing grade or dropping of the student from the course.

MAKEUP POLICY: In exceptional cases, such as medical or family emergencies, official duty requirements and military exercises, or TDY/TAD, an authorized absence may be permitted upon consultation with the instructor. TDY, official duty/military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in a lower course grade. In such cases, the student MUST meet with the instructor as soon as possible for a comprehensive review of the missed material. Unauthorized absences will require a mandatory review of missed material AND an additional assignment. Failure to do assigned makeup activities will negatively affect the course grade.

INCOMPLETES: A grade of "INC" will only be given in cases of medical emergency, job or military duty, or other significant personal event to be judged by the instructor. Students must submit a petition form, and sign a written commitment to the instructor for completion of course work. Upon satisfactory completion of course work, the instructor will submit a "Change of Grade" form to the office. If the course work is not completed in the following term, the student will receive a grade of "F" for the course.

TDY, official duty or military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in lowered grades on late assignments. All other Incomplete work is considered late, and accordingly will receive reduced grades

ACADEMIC ETHICS: Details on ethical standards for research papers can be found in *Publications Manual of the American Psychological Association*. The current “Standards of Conduct” of the Troy University *Graduate Catalog* should also be consulted.

The following will not be tolerated in this course:

1. **Cheating** on examinations or assignments, in any form. This includes submitting another’s work as your own, providing answers to others, or using any unauthorized aids during an examination.
2. **Plagiarism** on research papers, in any form. This includes failure to give credit to the sources of your work, copying of someone else’s work, downloading text as part or all of an assignment, or using an author’s exact words without quotations.

Cheating or plagiarism will result in a grade of F in the course. For more on plagiarism, consult the Troy University Writing Center (www.troy.edu/campus/onlinegraduateprograms/writingresources.htm). Purdue University and the University of North Carolina also have excellent writing web sites.

AMERICANS WITH DISABILITIES ACT: Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

LIBRARY RESOURCES: Students can access online resources through the Troy University web site at www.troy.edu or www.library.troy.edu. These resources include a variety of text data bases that give complete articles from many journals, magazines and newspapers. The MSIR Journal List, for instance, has over 90 publications, including *Foreign Affairs* and *World Politics*. The main full text information services are EBSCOhost, FirstSearch, InfoTrac and ProQuest. Tutorials and overviews are available on the library home page.

COURSE SCHEDULE

Textbooks for the course

BRR =

RHC =

	TOPICS	READINGS
Week 1	Studying developing countries	BRR, Chs. 1-5
Week 2	Developing politics and societies	BRR, Chs. 6-11
Week 3	Developing states and governments	BRR, Chs. 12-18
Week 4	Cases in the developing world	BRR, Chs. 20-29
Week 5	Econ. Development Theories	RHC, Chs. 1-6
Week 6	Dependency/World Systems	RHC, Chs. 7-13
Week 7	Globalization	RHC, Chs. 14-20
Week 8	Post-globalization	RHC, Chs. 21-26
Week 9	New Paradigms	RHC, Chs. 27-33

CELL PHONES, COURTESY: You may not make or receive cell phone calls, send or read text messages or check e-mail, during class. Turn off cell phone and messaging functions of any phones during class. Please be courteous to other students during class, especially during discussions. Courtesy shows mutual respect and maturity.

ESSAY PAPER INSTRUCTIONS: Pursuant to the syllabus, there will be two critical essay papers that will each account for 10% of the course grade, for a total of 20% of the course grade. These papers will be essays intended to demonstrate the student's

comprehension of the concepts contained in the reading assignments, critical thinking skills, and analytical writing skills. The essays are not intended to be research papers. However, papers should be careful to cite as appropriate if using ideas from reading assignments or other works.

Writing well is among the most important skills you can possess in your professional career. In many cases, you will find you are judged based on written documentation that you present. The quality of your writing will often serve, fairly or not, as an indicator of your intelligence. Poor grammar, misspelled words, confused syntax, and incoherent organization will reflect poorly upon you. Thus, it is imperative when undertaking a writing assignment to have a basic plan (an outline), to pay attention to detail, and to proofread the final product carefully.

A key goal in writing is to communicate with clarity and precision. Often, simpler is better. As Strunk and White advise, “omit unnecessary words.” Never use words that you are not certain you can define. Avoid cluttering up sentences with numerous clauses. Even if grammatically correct, a sentence that requires multiple readings is poorly drafted. Include an introduction explaining what your essay is about and how it is organized (provide a road map to your essay). Use paragraphs in a logical fashion (paragraphs are structured by idea, not length). Conclude with a brief summary, recapping your main point(s). Do not use the conclusion to introduce new ideas.

When you have finished your essay, review it through the eyes of potential critics. In other words, look for ambiguities or weaknesses that are open to misunderstanding and attack. If you were tasked with arguing a contrasting position to that in your paper, what sections would you attack?

Students will be assigned topics as listed below for each of the essays. Upon careful consideration of the topic, students should draft well-thought-out, well-structured, well-proofread essays that directly address the specified issues. Papers are expected to be between 4-6 pages with a maximum length of 7 pages, exclusive of title page.

Format: The paper must be typed, double-spaced, in black twelve-point Times New Roman font, with one inch margins. Do not place additional space between paragraphs. Necessary citations may follow either the Turabian or the APA system. A references list should be included as appropriate.

Grading: Papers will be graded on demonstrated understanding of the issues, coherence of argument, and attention to detail. Poor spelling, grammar, punctuation or style will negatively affect the grade. Plagiarism will result in an F.

Papers are due as noted below; late papers will lose ten points per 24 hour period late.

Please **PROOFREAD YOUR PAPERS.**

