

Comparative Government
IR 5533
Term V, 2018-2019
Weekend Format, Osan Air Base
Course Syllabus

Instructor: Dr. Joel Campbell

Meeting dates, location: June 8-9, July 27-28, 2019 (0900-1800), Osan Education Center

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Advising: Before or after Weekend class sessions, or at a mutually convenient time while on site at Osan Air Base.

COURSE DESCRIPTION: A comparative analysis of state governments in the world with an emphasis on political cultures, governmental institutions and political processes that lead to national differences and particular patterns of political development.

COURSE OBJECTIVES: After taking this course, the student should understand basic comparative politics ideas, including the origins and development of nation-states, basic structures common to most states (constitutions, presidential and parliamentary government, and bureaucracies), multi-level governance (international, national, sub-national and local), policy-making in various functional arenas, non-governmental actors, interest mediation, and political parties. In addition, the student should be able to explain standard comparative 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. There are no prerequisites. There are no prerequisites.

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

NATURE OF GRADUATE WORK: “Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2015-16 Troy University Graduate Catalog, p. 4).

TEXTBOOKS

William J. Dobson, *The Dictator's Learning Curve: Inside the Global Battle for Democracy* (New York: Anchor Books, 2013). ISBN: 030747755X, 978-0307477552

Lawrence Mayer, Dennis Patterson and Frank Thames, eds., *Contending Perspectives in Comparative Politics: A Reader* (Washington: CQ Press, 2008). ISBN: 087289925X, 978-0872899254

Patrick H. O'Neil, *Essentials of Comparative Politics*, 5th ed. (New York: W.W. Norton & Co., 2015). ISBN: 0393938972, 978-0393938975

SUPPLEMENTAL READINGS

1) V. Nicholas Galasso, “The Drivers of Economic Inequality: A Backgrounder for Oxfam’s Inequality Campaign,” Oxfam America Research Backgrounder series, 2014, pp. 1-46. www.oxfamamerica.org/publications/the-drivers-of-economic-inequalitythe-primer.

2) Rocio Cara Labrador and Danielle Renwick, “Central America’s Violent Northern Triangle,” Council on Foreign Relations Backgrounder, June 26, 2018, pp. 1-11. <https://www.cfr.org/backgrounder/central-americas-violent-northern-triangle>

3) Maureen Taft-Morales, “Haiti’s Political and Economic Conditions: In Brief,” Congressional Research Service, December 1, 2017, pp. 1-16. <https://fas.org/sgp/crs/row/R45034.pdf>

COURSE GRADES

GRADE SCALE

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

A. Final Exam

This course will include a final exam to be submitted via Canvas. Exams will include material covered in the readings, lectures, class discussions, and videos used in the course. The exam will consist of short answers and essay questions.

B. Student Presentations

Students will brief the class on a major issue of comparative politics in modern times, i.e., since World War II. Topics must be approved by the professor. Presentations will be limited to 15-20 minutes per student. You will be given detailed instructions on these presentations during the term.

C. Review Essays

Students will draft two critical essays; each should be at least five pages. These papers will be short essays intended to demonstrate the student's comprehension of the concepts contained in the assignments, critical thinking skills, and analytical writing skills. The essays are not intended to be research papers. Detailed paper instructions are provided at the end of the syllabus. Each review essay should be submitted via Canvas, and will account for 10% of the course grade, for a total of 20% of the course grade. **Send copies to me by e-mail**, as well.

Essay 1: Due June 12 – Assess two major theoretical approaches to comparative politics, as covered in lecture/discussion and the textbooks (but not the Dobson book), and discuss whether they remain relevant in the twenty-first century.

Essay 2: Due July 15 – Discuss the major issues involved with transitions to democracy and democratization, with reference to both the textbooks (but not the Dobson book) and lectures/discussion.

D. Book Review

The W-E portion in this course will consist of a written review of William J. Dobson, *The Dictator's Learning Curve: Inside the Global Battle for Democracy*. This review should be completed during the term and submitted via Canvas by July 2, 2019. **Send a copy to me** by e-mail, as well. This assignment should summarize the main ideas/themes, critique the book, and provide critical analysis of the book's topic.

WEB-ENHANCED CANVAS PORTION: This is a Web-Enhanced (W-E) course that combines instruction inside and outside of the classroom. A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Canvas. To meet this 9 hour requirement, the course includes the following: Viewing of 3 one-hour videos (3 hours); discussion board posts (4 hours), and review of instructor slides/lectures posted on Canvas (2 hours).

Canvas: All assigned papers are to be submitted through the course's Canvas shell. **Send me copies by e-mail**, as well. I will give you further instructions in class and by e-mail.

METHODS OF INSTRUCTION

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

TROY UNIVERSITY DEADLINES: Students can find the Troy Online calendar at <http://trojan.troy.edu/online/academiccalendar.html> listing key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. Note the last day to drop classes in Term 5 is July 5, 2019.

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. Per PACOM and Troy University instructions, the site coordinator must be notified of students who miss more than 25% of classes.

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: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed "Incomplete Grade Request" form prior

to assignment of a course grade, student's progress in the course is deemed satisfactory, student is passing the course when the request is made, circumstances that prevented the student's completion of course requirements are beyond the student's control, and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found at trojan.troy.edu/graduateschool/forms.html.

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. All MSIR students are expected to understand the concept of plagiarism as well as the rules of proper citation. If a student has any doubt about proper attribution, it is the responsibility of the student to seek clarification from the instructor. Students deemed by the instructor to have engaged in intentional plagiarism in this course shall receive an automatic F in the class and are subject to additional discipline up to and including expulsion from the program. Students deemed by the instructor to have engaged in unintentional plagiarism are subject to disciplinary action to be determined by the instructor in accordance with the severity of the offense. 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 assigned 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.

The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

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: <https://my.troy.edu/student-disability-services/>

CELL PHONES, COMPUTERS, ELECTRONIC DEVICES: Use of any electronic device (cell phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.). In order to receive emergency messages from the University or family members, devices must be in a vibration, silent or other unobtrusive mode. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment and move unobtrusively and quietly from the instructional area. The instructor in this class has opted to permit use of tablets and/or laptops in class.

LIBRARY RESOURCES: Students can access online information resources through Troy Library Services home page at <https://my.troy.edu/libraries/> These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis. Remote access is available via the student’s Troy User ID and Password. Specific help for Global Campus students, including a dedicated librarian, Jay Brandes at jayb777@troy.edu, is available.

COURSE SCHEDULE

Textbooks for the course: all reading assignments are expected to be done before our weeknight classes. You should also consider them weekly readings, i.e., read “How we do comparison” for Week 1, and “Origins of the state” for Week 2, etc.

Textbooks, Readings for the course

M = Mayer, *Contending Perspectives in Comparative Politics*

O = O’Neil, *Essentials of Comparative Politics*

Sup = Supplementary Readings

WEEKEND #1 (June 8-9)	TOPICS	READINGS
Week 1	How we do comparison	O, Ch. 1 M, Chs. 1-4
Week 2	Origins of the state	O, Chs. 2-3 M, Ch. 8--9
Week 3	Basic Institutions	O, Chs. 5-6

		M, Chs. 5-6
Week 4	IPE, Policy-making	O, Chs. 4 M, Ch. 7
WEEKEND #2 (July 27-28)		
Week 5	Democratic, non-democratic	O, Ch. 6, 8
Week 6	Political violence	O, Ch. 7, 9 Sup. #2
Week 7	Politics in developing world	M, Chs. 10-15 Sup. #3
Weeks 8-9	Development & globalization	O, Chs. 10-11 Sup. #1

The Final Exam is on material up through Weekend #2, as listed above. The Final Exam is due to be completed during the last week of Term II, and submitted via Canvas.

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. Think of these papers as Op-ed pieces in a newspaper, i.e., stake out a clear position on a topic, and use your entire paper to support that position with reasoning, logic, facts and course readings. 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 in *The Elements of Style* advise, “omit unnecessary words.”¹ 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 above 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 5-7 pages with a maximum length of 8 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 above; late papers will lose ten points per 24 hour period late.

Please PROOFREAD YOUR PAPERS.

¹ William Strunk Jr. and E.B. White, *The Elements of Style*, 4th ed. (Needham Heights, MA: Allyn and Bacon, 2000), p. 23.