

**Comparative Government**  
**IR 5533**  
**Term I, 2017-2018**  
**Weekend Format, Kadena Air Base**  
**Course Syllabus**

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**Instructor:** Dr. Joel R. Campbell

**Meeting dates:** September 9-10, September 30-October 1, 2017 (0900-1800)

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**Advising:** Before or after Weekend class sessions, or at a mutually convenient time during the week at the faculty office in the Education Office building.

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**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 differences and international tensions.

**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.

All dates and time provided in this syllabus refer to Japan 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*, 5<sup>th</sup> ed. (New York: W.W. Norton & Co., 2015). ISBN: 0393938972, 978-0393938975

## 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 online. 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 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 9/5 – 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 10/5 – 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 to me by e-mail by September 18, 2017.

This assignment should summarize the main ideas/themes, critique the book, and provide critical analysis of the book's topic.

**WEB-ENHANCED 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

**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](http://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. 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.

Cheating or plagiarism will result in grades of zero on the assignment and F in the course. Such cases may be subject to further disciplinary action by Troy University up to and including expulsion from the MSIR program. 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, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link:

<http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm>

**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 receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The instructor in this class has opted to permit use of tablets and/or laptops in class.

**LIBRARY RESOURCES:** Students can access online resources through the Troy University web site at [www.troy.edu](http://www.troy.edu) or [www.library.troy.edu](http://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 JSTOR, EBSCOhost, FirstSearch, InfoTrac and ProQuest. Tutorials and overviews are available on the library home page.

## 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 for the course

M = Mayer, *Contending Perspectives in Comparative Politics*

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

WEEKEND #1 (September 9-10)	TOPICS	READINGS
Sat. Morning (also read week 1)	How we do comparison	O, Ch. 1 M, Chs. 1-4
Sat. Afternoon (also read week 2)	Origins of the state	O, Chs. 2-3 M, Ch. 8--9
Sun. Morning (also read week 3)	Basic Institutions	O, Chs. 5-6 M, Chs. 5-6
Sun. Afternoon (also read week 4)	IPE, Policy-making	O, Chs. 4 M, Ch. 7
<b>WEEKEND #2 (September 30-October 1)</b>		
Sat. Morning (also read week 5)	Democratic, non-democratic	O, Ch. 6, 8
Sat. Afternoon (also read week 6)	Political violence	O, Ch. 7, 9
Sun. Morning (also read week 7)	Politics in developing world	M, Chs. 10-15
Sun. Afternoon (also read week 8)	Development & globalization	O, Chs. 10-11

**The Final Exam (take home) is on material up through Weekend #2, as listed above. The Final Exam is due by the last Friday of Term I.**

**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." 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.**