

Dr. Wayne A. Selcher
Office: Room N242, Nicarry Hall
TTH: 9:30 to 10:45 am
and by appointment
College e-mail: <selchewa@etown.edu>
Homepage: <<http://users.etown.edu/s/selchewa/home/>>

Elizabethtown College
Spring Semester, 2013-2014
Classroom: Nicarry 203
TTh: 11:00 am to 12:20 pm

PS 150 - Comparative Politics, Section B (4.0 Credits)

(A Global Thematic and Regime Perspective, within the Non-Western Cultural Heritage AU)

This syllabus is online with assignment hyperlinks at <<http://users.etown.edu/s/selchewa/home/PS150.pdf>>.

On real-world politics: “In theory there is no difference between theory and practice. In practice there is.” (Yogi Berra)
On doing well in PS 150: “The will to win is not nearly so important as the will to prepare to win.” (Vince Lombardi)

Political and economic events in the post-Cold War world have greatly challenged notions in political science about what is permanent or inevitable in how political systems function and to what purposes. Long-accepted analytical and ideological models, including Marxism and free market capitalism, have been largely discredited. International forces such as globalization and interdependence now increasingly limit the latitude that governments have to affect events within their own borders, severely curtailing practical sovereignty. What are domestic politics and economics and what are international politics and economics becomes confused for even the most powerful states. As the subtitle of our text states, national politics is becoming ever more characterized by domestic responses to global challenges. Through it all, as we note even in the U.S., states are having more and more difficulty in being effective, in fulfilling their fundamental and expected functions, while citizens around the world feel less powerful and more dissatisfied and alienated. Academic theorists are in even greater disagreement now than before 1989 on how to analyze this new global situation of government and politics. There are no orthodox explanations anymore.

To sort out this confusion a bit, we begin the course with an overview of the major political, economic, and social forces in the world today, and how comparativists have been looking at and interpreting them. During the semester, from this initial base, you will gain factual knowledge, examine both finer details and broad socio-political trends, and learn the key concepts and principles of comparative politics. You will practice applying those concepts and principles to analyze real-world cases through comparison, synthesis, and interpretation.

Americans characteristically and often subconsciously take the United States experience as our common frame of reference when looking at other societies. Therefore we must note explicitly and early on how the United States' political system and society are similar to and different from those of other countries, and how being Americans affects our interpretations of politics and government in foreign countries (the other over 95% of the human race).

We will then seek patterns and variations in the world of politics through examination of three large and diverse groupings: the **industrialized democracies** (essentially the West plus Japan, Taiwan, and South Korea), the **current and former communist regimes** (Non-Western), and the countries of the **Global South** (Non-Western). Each of these three sections will combine general perspectives on the types of systems (similarities and variations) with detailed study of some key countries of that grouping. We will focus our country and comparative analysis upon the evaluation of **state effectiveness** — how well the government is solving the problems it is called upon to deal with, by the population and by the circumstances.

The progress of the class will often be based on student involvement in a collaborative and interactive style, stressing integrative, analytical, and critical thinking in comparison, synthesis, and interpretation. Students are responsible for completing the assigned readings and exercises **before** each class, and coming to class with observations and questions for the rest of the group. For these reasons, your regular class attendance and careful preparation will both maximize everybody's learning and increase your own learning and class participation grade.

The **Hauss text** provides the basic concepts, analytical tools, and descriptive data, augmented by a useful glossary of comparative politics terms (pp. 532-542). Be sure to take advantage of the review potential of the Key Terms at the end of each chapter. Highlight boxes in each chapter focus on key leaders, topics, terminology, concepts, and controversies.

Web sites listed at the end of each chapter point you to useful current resources. Internet-based learning resources for this text are found at the CENGAGE site for Hauss, Comparative Politics 8th edition at <http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781111832551&token=>>. On that companion site, each chapter of the text has critical thinking exercises, a crossword puzzle, flashcards, a glossary, a tutorial quiz, and web links. To access these resources for each chapter, use the drop-down menu “Select a chapter” on the upper-left corner of the main Book Companion page. Be sure to bookmark and take advantage of these quite useful study resources on your own and at your own pace as we progress through the semester.

The class will attend the **2014 Ware Lecture** by Ms. Tawakkol Karman, the 2011 Nobel Peace Prize co-recipient who played a crucial role in the political protests in Yemen in 2011. She is the first Yemeni, the first Arab woman, and the second Muslim woman to win a Nobel Peace Prize, as well as the youngest Nobel Peace Laureate to date. Her website is at <www.tawakkolkarman.net>. The lecture will be presented on **Thursday, April 10, at 7:30 p.m. in the Leffler Chapel and Performance Center**. Each student will write a one-page, typed, single-spaced, one-inch margined personal reaction sheet on this required event. In this reaction sheet, discuss the event, its significance to and place in comparative politics generally, your own reactions to it, and what you learned and why from attending.

Each student will also attend one other program on an international topic during the semester on this campus, and will write a one-page, typed, single-spaced, one-inch margined personal reaction sheet on this event. In this reaction sheet, discuss the event, its significance to and place in comparative politics generally, your own reactions to it, and what you learned and why from attending. Turn in this sheet **within two weeks** after you attend the event, or it will not be valid for class credit! You may attend additional events, with reaction papers done in the same way, for additional class participation credit. When in doubt if a certain event would qualify, please check with me first.

We will also use several short reaction sheets to develop your analytical facilities and to provide opportunities for you to think over and apply some key concepts and issues.

All tests will draw upon your knowledge of **both** the assigned readings **and** class proceedings.

Student Learning Outcomes

By the end of the course, PS 150 students should be able to:

- Explain the importance of a specific aspect of non-Western cultural heritage.
- Describe the historical context of the subject under study.
- Give an illustration of the complexity of the past and its relationship to the contemporary world.
- Give an example of the way that knowledge can be subject to a variety of interpretations.
- Analyze primary and/or secondary sources.
- Compare and contrast the variety of ways that different countries have chosen to shape their political institutions and processes, and assess the costs and benefits of these choices.
- Analyze domestic political events around the world, drawing on the theoretical explanations provided in the course.
- Analyze the variety of public policies that different countries have adopted to address common problems, including the challenges of globalization.

Statement on Plagiarism

Students are expected to act in accordance with the Elizabethtown College Pledge of Integrity in **all** of their work, in and out of class, and to do their own work. The Pledge of Integrity is online at <http://www.etown.edu/offices/dean-of-students/student-handbook/pledge-integrity.aspx>. Also see the High Library’s posting on academic integrity at <http://www2.etown.edu/library/AcademicIntegrity.pdf>.

Statement on Class Attendance and Behavior

Turn off your cell phones and pagers while in class!

Class attendance is mandatory. Students are expected to have done the readings for each lecture **before** coming to class, and are strongly encouraged to actively participate in class discussions. The weight assigned to class participation reflects this emphasis.

Your class participation grade will be negatively affected by absence from class, being late to class, and disruptive behavior, any of which will result in point deductions for each occurrence. Inability or unwillingness to participate in class discussions will reduce your participation grade. On the other hand, active and insightful participation and extra-credit events will have positive bearing on your participation grade. **Sleeping in class, studying for another class, writing notes or talking to your friends, and attention to out-of-class online activities (including on your laptop) all constitute an absence. More than three unexcused absences from this class per semester will be considered excessive and will reduce your class participation grade. I will exempt you from the class attendance requirement only if the reason for absence is a legitimate one.**

Official College Statement on Disability

“Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disability Services, Lynne Davies, by phone (361-1227) or e-mail <daviesl@etown.edu>. If your documentation meets the college’s documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the academic adjustments specified in your accommodations letter as they pertain to my class.”

Statement on Make-ups of Exams

Students that miss the exams will be allowed to make up the examination *only* in cases of *documented* medical or family emergencies. The make-up will be offered *within a week* of the original exam. The final exam is comprehensive and no make-up final will be given.

WWW Virtual Library: International Affairs Resources

I maintain a large Internet directory site in international studies that will help you in this and the other international courses you may take on campus-- the WWW Virtual Library: International Affairs Resources at <<http://www2.etown.edu/vl/>>. It is part of the global WWW Virtual Library system, is very widely used and referenced around the world, and is very highly ranked on Google (both the whole site and many of its pages). You can find tips on doing quality academic research on the Internet on the site’s home page.

Semester grades will be determined as follows, in proportion to average workload ratios during the semester:

First exam	30%
Second exam	25%
Final exam	25%
Class participation and reaction sheets	<u>20%</u>
	100%

Required Text for the Course

Text: Charles Hauss and Melissa Haussman. Comparative Politics: Domestic Responses to Global Challenges. 8th edition. CENGAGE Learning. 2013.

Handouts, reaction sheets, and web sites will be assigned frequently through the semester as relevant to our progress and to the flow of current events. Electronic handouts will be posted to an individual folder for each of you within the online PS 150 B course folder on the College’s (J:) Drive (Classes). Also **watch your e-mail** for suggestions and for short readings from me as topical online sources become available. Most of these messages will have hyperlinks that you can open directly if your e-mail program is enabled for HTML. **It would be good practice to create and use an e-mail folder for this course**, so that you do not lose course-related messages that you will need later.

Assignment Schedule

Note: This schedule is tentative and will be modified slightly, depending on the progress and development of the course and as circumstances require.

- January 14 **Introduction to the course** and to each other—“Seeing the world and the U.S. with new eyes”
- January 16, 21 **Comparative Politics and the World Today**—Perceptions, definitions, principles, concepts and issues
Hauss and Haussman: Preface and Chapter 1
Handouts and assigned websites

The Industrialized Democracies

- January 23, 28 **The United States** as our Implicit Frame of Reference—“America, the unusual,” or “All countries are unique, but the United States is different.” (Quote from Prof. Everett Ladd)
Hauss and Haussman: Chapter 3
“Animated Atlas of US History” (with sound) <<http://www.animatedatlas.com/movie.html>>
Handouts and assigned websites
- January 30 **Overview of the Industrialized Democracy Grouping and of the Concept of Democracy**
Hauss and Haussman: Chapter 2
Handouts and assigned websites
- February 4, 6 **United Kingdom**
Hauss and Haussman: Chapter 4
Handouts and assigned websites
- February 11, 13 **The European Union and Europe Generally**
Hauss and Haussman: Chapter 7
Handouts and assigned websites

February 18 FIRST EXAM

Current and Former Communist Regimes

- February 20 **Concept of Totalitarianism, Crisis of Communism, Overview of the Grouping**
Hauss and Haussman: Chapter 8
Handouts and assigned websites
- February 25, 27;
March 11 **Russia (and Eastern Europe)**
Hauss and Haussman: Chapter 9
Handouts and assigned websites
- March 13, 18, 20 **China**
Hauss and Haussman: Chapter 10
Handouts and assigned websites
- March 25 SECOND EXAM**

The Global South

- March 27;
April 1 **Overview of the (very diverse) Grouping and of Democracy versus Authoritarianism**
Hauss and Haussman: Chapter 11
Handouts and assigned websites
- April 3, 8, 10 **Iraq (and the Middle East)**
Hauss and Haussman: Chapter 14
Handouts and assigned websites
- April 10** **2014 Ware Lecture by Ms. Tawakkol Karman, 7:30 p.m. in the Leffler Chapel and Performance Center**
- April 22, 24, 29 **Brazil (and Latin America)**
Hauss and Haussman: Chapter 21 (available online only, to be supplied in PDF by the professor)
Handouts and assigned websites

World Overview and Summary — Major Trends, Issues, and Prospects

- May 1 Hauss and Haussman: Chapter 17— Global Challenges and Domestic Responses
Handouts and assigned websites

Tuesday, May 6 **FINAL EXAMINATION** -- On the Global South, the world overview, and one
2:30 to 5:30 p.m. comprehensive question (25 %) on a key theme and major concept of the whole course

The comprehensive final exam question will be:

“One of the constant themes of PS 150 is the principle that *“the form of government in a country, its regime, affects not only that country’s own people, but also its neighbors and sometimes the whole world.”* In the light of the concepts and principles of this **whole** course and of relevant history and current events, explain with facts and concepts how and why this statement about comparative politics is true. What are the consequences of this principle for the world and the United States, in both actual past and current situations and in hypothetical but plausible future situations? Make references to specific cases and concepts in your answer.”

Grading Standards for all Aspects of the Course

A Range (90 to 100)---- Represents a grade of excellence, showing distinctive evidence of obvious mastery of the material with insight and originality, superior organization and reasoning, comprehensiveness of knowledge in reaching conclusions, skillful writing, and proper attention to all standards of form. Such papers make a smooth flowing argument, demonstrate insights into the subject matter, synthesize ideas, show interrelationships, clearly explain causes and effects, and set out a realistic set of policy recommendations.

B Range (80 to 89)---- Given to a sound or good presentation, considerably above merely acceptable standards and showing a competent comprehension of the material and assignment. This level of attainment shows above average effort and thought expressed through solid writing skills and observance of the requirements of form.

C Range (70 to 79)---- Shows a superficial or cursory presentation that is adequate in covering in a sketchy manner the broad outlines of the topic, but fails to be complete in the identification, taking into account, and exploration of important details and nuances. It may fail to include or to give the appropriate attention to important aspects of the topic, or rely upon weak or superficial sources. Writing and format are still adequate and without major deficiencies.

D Range (60 to 69)---- Denotes a greatly limited mastery of the subject matter, below acceptable standards and seriously flawed by poor organization, coverage suffering from large gaps and vague notions, few and/or weak sources, and poor writing and form.

F Range (0 to 59)---- Indicates severely inadequate and unsatisfactory work that does not acceptably fulfill the minimum standards of the assignment.