

Politics 243, Comparative Politics

December, 2008

David Yamanishi

Syllabus

Contact Information

David Yamanishi

Office: 304 South Hall, x4300

Email: dyamanishi@cornellcollege.edu

Office hours: I am generally on campus from about 8:30am to 4:30pm Monday to Friday (and often longer), and tend to be in my office most of the time between 9-11 and 1-3 when I'm not with you. Let me know if you'd like to talk and we can set up an appointment if you don't want to just take a stab at catching me in my office.

Office phone: 895-4300. A great way to figure out whether I'm there! I should warn you that I have an unfortunate tendency to forget to check my office voicemail. Email's better than leaving a voice message.

Email: dyamanishi@cornellcollege.edu. The best way to reach me when I'm not in sight.

Consulting Librarian: Mikki Smith, 308 Cole Library, x4256, tflannery@cornellcollege.edu.

Writing Studio: 125 Cole Library, hours: Monday-Thursday, 9am-5pm and 6-11pm; Friday, 9am-5pm; Sunday, 1-5pm and 6-11pm. Shawn Doyle is the writing consultant for our class and will also work on your papers with you during class time.

I'm here to help, as are Mikki and the Writing Studio folks. Please take advantage of us.

There is a Moodle site for this class at moodle.cornellcollege.edu. I will post copies of all handouts and electronic readings there.

Overview

It may seem strange to stress the point after the title that appears above, but this is a class in comparative politics. That is to say, our goal is to see what we can learn about politics if we study it *comparatively*. Hence we will, as is the norm in such classes, read about other countries, but we will move beyond learning about other countries taken separately to see what we can conclude about more general political questions by comparing the countries we study to each other. Questions such as: why do some countries have democratic governments and others dictatorships? What difference does it make whether a country is democratic or dictatorial? Why do some countries have lots of political parties and others only a couple, or just one? Why are some countries rich and others poor? Why do some countries experience civil war and others don't? What do countries that protect ethnic, religious,

or social minorities, or that protect the common but powerless – the poor, women, and so on – have in common?

Disabilities

If you have a disability registered with the college that will require special accommodations for the exam or other assignments, please let me know by Wednesday, November 29.

Feedback

I am very interested in your suggestions for improvement of this syllabus and my teaching generally. In addition to the official course evaluation at the end, please email comments to me as you think of them or share them with me at my office.

Assessment

We will have the following assignments in this class, which will contribute to your final grade in the indicated proportions. I've summarized the relevant dates for each assignment below.

Participation	15%	Every day
Journals	5%	Every day with new readings, 7am, by email
First in-class essay	15%	Friday, December 5, 9am
Second in-class essay	15%	Tuesday, December 16, 9am
Paper proposal	2%	Monday, December 1, 9am, in class
Paper annotated bibliography	3%	Friday, December 5, 6pm, by email
Paper outline	5%	Monday, December 8, 6pm, by email
Paper	20%	Friday, December 12, 6pm, by email
Paper rewrite	10%	Friday, December 19, 12pm, by email
Paper presentation	10%	Wednesday-Friday, December 17-19

While the particular things I'm looking for vary to some degree by assignment, in general an A on an assignment means that your work is outstanding in terms of:

- addressing the assigned question and avoiding digression,
- having a well-structured argument,
- expressing your argument clearly and effectively,
- making appropriate and properly cited use of material on the syllabus and other well-selected sources,
- and demonstrating thoughtful integration and interpretation of the course material and discussions.

Lower grades mean that you have not done all of these things or have done one or more of them less well than you might have. The order of items on the above list should not be taken to indicate their order of importance in determining your grade on an assignment, nor should you suppose that the items will carry equal weight on an assignment or invariant weight across assignments. Moreover, I expect your work to improve during the course and across courses.

To simplify communication about grades, I grade most assignments using the same marks that appear on your academic transcripts: letter grades. When I combine assignment grades to produce your course grade, I will do so using the same numbers that the college uses to determine your GPA (A = 4.0, A- = 3.7, B+ = 3.3, etc.). I will always round-up from the midpoint between grades (for example, a 3.85 rounds to an A, while a 3.84 does not). I may raise grades from what the raw numbers indicate in deserving cases, but I will never change the rank order of students' grades in the class in doing so.

Assignments

Participation: If you punctually attend every class, appear to me to be paying attention, and never make a contribution to our common discussion, you will receive a C for participation. To get a grade higher than a C for participation, you must participate orally. I assess participation more by thoughtfulness and attentiveness to the flow of the conversation than by quantity of oral communication. I do, however, expect you to contribute regularly. Office visits help your participation grade, but are not a substitute for class attendance and participation. Each of us will also have an additional country to study with respect to each day's material, which will give you an opportunity to contribute a unique perspective to each day's discussion.

Journals: Each day of the course that we have new readings (that is to say, days 2-7 and 9-14), you should submit a journal entry by 7am via email. You might consider one or more of the reading note questions that I've distributed, or reflect upon how the readings for the day relate to earlier material and/or current events in the news. Feel free to offer your personal reactions to each piece, but I do want you to offer some interpretation or analysis of some kind in each journal entry. You might pose a question for discussion in class. You might also say something about your own discussion country's status with respect to each day's readings. Your entries should not exceed 500 well-chosen words per day. Journals will be graded according to (thoughtful) completion. That is to say: if you finish all of them and take them reasonably seriously, you will receive an A for the journal component of the course grade. You may skip two of the twelve journal entries of your choice with no penalty, or complete more of them for a bit of extra credit. Please do not submit your journals as attachments; please copy the text of the journal entry directly into the body of your email.

In-class essays: I will hand out two or more quiz questions the day before each quiz and select one at random for you to address the following morning. You might use the reading notes that I hand out as a study guide, although you should keep in mind that many of the reading notes are factual or organizational in nature but the quiz questions will always have an interpretive or analytic component. The quizzes will be non-cumulative, although you're welcome to make reference to earlier material to strengthen your answers.

Paper, generally: You should pick a puzzle for your paper that concerns a difference between two countries. You might identify a pair of countries that have experienced a similar outcome (effect) despite otherwise mostly dissimilar characteristics (causes or controls), and try to explain why the two countries experienced the similar outcome. Or you might identify a pair of countries that have experienced a different outcome despite otherwise mostly similar characteristics, and try to explain why

the two countries experienced the different outcome. Or you might identify a pair of countries that have experienced a different outcome and have otherwise different characteristics as well, and try to identify which of the otherwise different characteristics is (or are) responsible for the different outcome. Looking into this type of problem will require you to learn not only about what scholars have had to say about the countries in question but also about what scholars have had to say about the outcome that you mean to address. You may use APA, Chicago, or MLA style guidelines for work in this class. If you are unfamiliar with these, the bookstore has an excellent pocket guide to APA style, which is probably the dominant style system in political science. You should submit each part of your paper, except for the proposal, by email in a Word, OpenOffice, or RTF attachment.

Paper proposal: Your project proposal should indicate what puzzle you will address in your larger project and give some indication of your problem's context: why it matters and what we need to know about it to understand what you're asking about when you ask your question. The proposal should make the nature and facts of your puzzle clear, avoiding interpretive inferences for now. I will grade this assignment according to three principal criteria: the quality of your statement of your central puzzle, the quality of your selection and presentation of facts that you offer to make the context of your puzzle clear, and the coherence with which you establish a clear thesis and make each part of your paper make sense in terms of that thesis. We will select problems in class so as to avoid duplication. You should write your proposal as a coherent paper, not a set of bullet points. Your problem statement should not exceed 500 well-chosen words.

Paper annotated bibliography: You should describe each source that you have identified for your project, explain what its author argues, what sort of argument or mechanism its author offers to relate cause(s) and effect(s), and what sorts of evidence its author offers to support the argument. Finally, you should explain what role the source will play in your project. Each bibliographic entry should not exceed 300 well-chosen words. Your most important sources should be limited to scholarly work published by reputable academic or commercial presses or journals. In that spirit, you should search for scholarly reviews of your sources in order to find out what other scholars have made of them. Journalistic and literary sources may be used to frame the problem, but should not be mistaken for scholarly work, in large part because they do not receive the systematic attention from peer reviewers that scholarly work does. I have no set number of sources to recommend, but you should try to get a feel for the literature on your topic and countries. Whatever the number of major perspectives upon your problem, you should look into each of them, and it may also be worth looking into related problems or other countries that have experienced the same problem.

Paper outline: Your project outline should spell out the structure of your project. In addition to your work on the proposal, you should add an explanation of the competing perspectives that you will address, and indicate how you will structure your interpretive analysis of the competing perspectives that you address. You should also describe, in a preliminary way, any discussion of specific evidence that you will bring to bear on your problem, as well as how you will bring it into your argument, structurally speaking. Your outline need not be structured as a coherent paper, but you should not simply offer a list of topics to be addressed. It should be detailed enough to make it clear what you will say in each section

of your paper and why the sections of your paper will appear in the order that they do. Your outline should not exceed 1500 well-chosen words.

Paper: The project should present your puzzle, explain how competing scholars understand the phenomenon in question, and analyze the competing explanations to identify the roots of their disagreement and to assess why one or more perspectives are right and the other(s) wrong. I will grade the paper according to three principal criteria: the quality of your discussion of how your problem has been and/or might be explained by scholars from different perspectives, the quality of your analysis of what fundamentally unites and distinguishes the competing perspectives that you address, and the coherence with which you establish a clear thesis about your problem and make each part of your paper make sense in terms of that thesis. Your paper should not exceed 3000 well-chosen words.

Rewrite: The rewrite gives you an opportunity to reflect upon and respond to my comments about your paper. I will grade it according to the same standards as the paper itself. Your grade on the rewrite will not be lower than your grade on the original paper so long as take the rewrite reasonably seriously.

Presentation: Your presentation should address your paper's main argument. You should present your puzzle, the competing perspectives that you have identified about it, and your analysis of their advantages and shortcomings in ten to twelve minutes. After each presentation, I will select another student (or students) in the class to serve as a discussant who will briefly summarize the presentation and ask one or more critical questions about it. I may ask you to serve as a discussant more than once. After the discussant(s) speaks, other students may ask questions and make comments (which will count as ordinary class participation, not part of the presentation grade). Your presentation grade will depend on your effectiveness in presenting your argument in a clear and thoughtful way to the class and your facility and thoughtfulness in answering questions about your work, as well as the quality of your formal discussion of another student's presentation.

Attendance and Lateness Policy

To avoid a penalty on your participation grade for missing class, you must ask the campus clinic (in a health emergency) or the dean of students or other relevant campus official (in other types of emergencies) to send me an excuse on your behalf. Missing more than one class without a documented excuse will result in a zero for class participation.

I will lower the grade on work submitted late by one letter grade per twelve hours late (thus, a paper that would have earned an A- will receive an B+ if one minute late, a B if twelve hours and one minute late). Except in cases of documented disability or emergency, I will not, on grounds of fairness, offer an extension to one student without offering it to everybody, and given the tightness of the block plan schedule, I simply can't afford to do that. Please do not experiment with my generosity.\

Readings

The following book is available at the bookstore in the Commons. All other readings are on the Moodle site for this class, except for your additional reading about your country that you will review in order to contribute to our common discussion.

Rod Hague and Martin Harrop, *Political Science: A Comparative Introduction* (5th ed.), Palgrave Macmillan, 2007. ISBN 0-230-60000-X.

Reading and Assignment Schedule

Monday, November 27	9am	Introductions, administrivia
	10am	Information literacy session at the library
Tuesday, November 28	9am	Be prepared to select discussion countries Why Compare? How? Hague & Harrop, ch. 5 Landman, <i>Issues and Methods in Comparative Politics</i> , excerpt (on Moodle)
Wednesday, November 29	9am	Be prepared to select problems for papers The State Hague & Harrop, chs. 1-2
Monday, December 1	9am	Paper proposal due Tilly, "War Making and State Making as Organized Crime" (on Moodle) Stepan, "State Power and the Strength of Civil Society in the Southern Cone of Latin America" (on Moodle)
Tuesday, December 2	9am	Dictatorship and Democracy Hague & Harrop, chs. 3-4
	1pm	Source identification with Mikki Smith, Cole 212
Wednesday, December 3	9am	Moore, <i>Social Origins of Dictatorship and Democracy</i> , excerpt (on Moodle)
Thursday, December 4	9am	Politics and Economics Hague & Harrop, ch. 8 Levi, <i>Of Rule and Revenue</i> , excerpt (on Moodle)
	2pm	Visit from Tim Roemer
	7pm	Recommended: Tim Roemer, "National Security Challenges in the 21 st Century," Ringer Recital Studio (Armstrong)
Friday, December 5	9am	First in-class essay
	6pm	Annotated bibliography due

Monday, December 8	9am	Political Culture and Political Communication Hague & Harrop, chs. 6-7 Putnam, <i>Making Democracy Work</i> , excerpt (on Moodle)
	6pm	Outline due
Tuesday, December 9	9am*	Political Participation and Elections Hague & Harrop, chs. 9-10 Tarrow, <i>Power in Movement</i> , excerpt (on Moodle) * We will meet from 9-10am and 1-2pm for this session.
	3:30pm	Recommended: Michael Gray, "A Discussion of Comparative Injustice: Comparing the Policies of the Jim Crow Era in the United States and the Apartheid Era in South Africa," Hedges (Commons)
Wednesday, December 10	9am	Hague & Harrop, chs. 11-12 Lipset & Rokkan, <i>Party Systems and Voter Alignments</i> , excerpt (on Moodle)
Thursday, December 11	9am	Political Institutions Hague & Harrop, chs. 13-14 Judt, "Is There a Belgium?" (on Moodle)
Friday, December 12	9am	Hague & Harrop, chs. 15-16 Linz, "The Perils of Presidentialism" (on Moodle) Horowitz, "Comparing Democratic Systems" (on Moodle) Lipset, "The Centrality of Political Culture" (on Moodle) Linz, "The Virtues of Parliamentarism" (on Moodle)
	6pm	Paper due
Monday, December 15	9am	Hague & Harrop, chs. 17-18 Weber, "Bureaucracy" (on Moodle)
Tuesday, December 16	9am	Second in-class essay
Wednesday, December 17	9am	Presentations
Thursday, December 18	9am	Presentations
Friday, December 19	9am	Rewrite due Presentations

Honesty in Academic Work (from the Compass)

The College considers Cornell students to be responsible persons whose maturity will develop in a community that encourages free inquiry. The College expects the highest degree of personal integrity in all relationships. Any form of dishonesty is a violation of this spirit and of College rules.

A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty.

Dishonesty in academic work includes both cheating and plagiarism.

Cheating refers to the use of unauthorized sources of information on examinations or any attempt by students to deceive the evaluator of an examination, paper, or project.

Plagiarism is the act of taking the work of another and presenting it as one's own, without acknowledgement of the original source.

There is not one set of rules for the acknowledgement of sources that is appropriate across all disciplines. For this reason, students are always encouraged to consult their professors and guidelines included in their syllabi. However, in general the appropriate acknowledgement of sources involves meeting the following requirements:

Quotations and Paraphrasing. All direct quotations, even if mingled with original words and ideas, must be placed within quotation marks and accompanied by a specific citation for the source of the quotation. Unless the information is generally known, all phrases that are not original to the author - even two or three words - must be placed in quotation marks and cited. If an existing idea is used but paraphrased or summarized, both the original author's words and sentence structure must be changed and a specific citation for the source must still be made. It is always the responsibility of the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the World Wide Web are expected to follow these same guidelines for the citation of sources.

Failure to cite sources properly constitutes academic dishonesty, whether the omission is intentional or not.

Ideas and Data. All students are required to acknowledge the ideas of others. Every student is expected to do her or his own work in the completion of an assignment or an examination unless either (a) the sources for these ideas are explicitly cited, or (b) the instructor explicitly allows such collaboration. In addition, a person giving unauthorized assistance to another on an examination is just as guilty of cheating as the person who accepts or solicits such aid.

Submitting revisions of academic work previously submitted, either in the current course or in previous courses, qualifies as academic dishonesty unless the student obtains the explicit permission of all of the instructors involved.

All data sources must be cited accurately. It is dishonest to fabricate or alter research data included in laboratory reports, projects, or other assignments.

A safe guide is to provide a full citation for every source consulted. Sources may include, but are not limited to, published books, articles, reviews, Internet sites, archival material, visual images, oral presentations, or personal correspondence. In addition, students should always keep previous drafts of their work in order to provide documentation of their original work. Finally, due to disciplinary differences, students should consult their professor, a librarian, and/or the Teaching and Learning Center for specific instructions on properly providing citations for sources.

Procedures for Dealing with Dishonesty in Academic Work (from the Compass)

If an instructor judges that a student has violated the College's policies on academic honesty, the student may be charged with academic dishonesty and assigned an F either for the particular examination, paper, report, or project, or for the course. The instructor shall notify the student in writing of the charge and the penalty and shall include a statement of the circumstances which precipitated the action. A copy of the instructor's letter along with a copy of the paper shall be sent to the Registrar. The Registrar shall then advise the student in writing of the right to appeal. Within ten (10) days of notification, the student may appeal the charge and/or the penalty by submitting a letter to the Dean of the College requesting that he or she appoint an ad hoc committee consisting of three (3) faculty members, one of whom may be nominated by the student. The recommendation of this committee is advisory only and is not binding upon the instructor.

All material and information relative to the charge of academic dishonesty shall be kept by the Registrar in a special file during the period in which the student is enrolled at Cornell College, serving only as a statement of record if the student is charged a second time with academic dishonesty. In the case of an appeal after the first offense, the file shall be destroyed if the committee finds the student not guilty and the instructor concurs; otherwise, the recommendation of the committee shall be inserted into the special file. If there are no further charges, the file will be destroyed at the time of the student's graduation from Cornell.

Should a subsequent charge of academic dishonesty be brought against a student, the Registrar shall notify the Dean of the College who shall convene a committee consisting of the Dean of the College, the Dean of Students, and the Chair of the Academic Standing Committee, who shall determine the status of the student. The normal penalty for a second offense is indefinite suspension from the College.