

## **POSCI 125: Introduction to Comparative Politics**

Fall 2010

Office: Comenius 104

Office Ph.: 610-861-1418

Office Hours: Wed. and Fri. 11:30 am-1 pm and other times by appointment.

Professor Lisa Fischler

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Class: W, F 5b (1:10-2:20 pm)

### **Course Description**

This course provides an introduction to comparative politics through an exploration of politics and society in the nations of Africa, Asia and Latin America. Using a range of themes relevant to comparative politics, the course will offer the theoretical tools and empirical information to critically evaluate politics in non-European and non-North American contexts. The course examines the political histories, political institutions, diverse identities, and political and social groups that have shaped the different paths of countries within Africa, Asia, and Latin America. For comparative purposes, parallel institutions and trends in North America also will be covered. This class fulfills the **M5 LinC** requirement.

### **Goals and Objectives**

- a) Broaden knowledge about the possible range of political institutions, political behavior, political groups, and political problems in the world regions of Latin America, Asia, and Africa.
- b) Comprehend enough about politics in a number of countries to offer intelligent, critical, and well-informed explanations for similarities and differences in the political life of countries in these regions and to better understand the significance of these similarities and differences.
- c) Develop understanding of comparative questions and criticism as concerns the relationship between developed and developing nations.
- d) Improve critical reasoning about politics in non-European and non-North American contexts
- e) Enhance research abilities and oral and written communication skills.

**Required Texts:** Available at the college bookstore:

- ❖ Lim, Timothy C. *Doing Comparative Politics*. Second edition. CO: Lynne Rienner, 2010.
- ❖ Green, December and Laura Luehrmann. *Comparative Politics of the Third World*. Second edition. CO: Lynne Rienner, 2007.

### **Course Grades, Policies, and Responsibilities**

1. **Participation**-will include aspects of the course such as attendance, promptness, in-class participation, preparation, effort, and involvement in and contributions to the class. This portion of the grade is worth 100 points. For assigned readings, you will be expected to read carefully, take notes, list questions, and come prepared to discuss (both verbally and in writing) in the session they are due. You can plan to spend two-three hours outside of class preparing for every hour spent in class. For class, participation includes active involvement in interactive lectures, substantive contributions to discussions, and engagement with in-class activities. Effort counts heavily. Attempting to answer a question, asking a question, or voicing an opinion and supporting it are all part of participation. I will evaluate your participation highly if you: a) attend class regularly and are there for the full class period; b) critically discuss the videos, materials, and readings I make available; c) raise relevant questions and offer thoughtful comments; d) demonstrate you understand the material by your full involvement during in-class activities; e) engage effectively in peer-review sessions in class. Every class session is counted toward your final participation grade. If you do not participate actively in each class, or are not there, your final participation grade will decrease because I cannot grade you when you do not participate.

-You are expected to attend all classes. **Please be aware that absences are not divided into excused and unexcused. Regardless of the reason, an absence from class will be counted as an absence.**

Extended or excessive absences (three or more) are required to be reported to the Dean's Office and each

absence after the third will lower your participation grade.

-Arriving late or leaving early can lower your participation grade. After the second instance of late arrival or leaving early, the disruptive classroom policy may be applied.

2. Exams-There will be four in-class exams in this course. Each exam is worth 150 points. These essay exams will strongly emphasize both basic knowledge of and critical reflection on course readings and discussions. The exams are closed book exams. **Rules governing academic honesty apply.** I expect that you will study with other students for the exam, and I encourage such study groups. However, making sure not to write answers that resemble those of the classmates with whom you have studied will help you succeed in keeping your work your own and not borrowing someone else's. Exams will be in weeks three, six, nine, and twelve. Check the syllabus for exact exam dates.

-No make-up exams will be given except in cases that qualify as extenuating, documentable and compelling circumstances. In such cases, criteria for accommodation are the same as detailed under "Accommodations" below.

3. Comparative Case Study Written Assignment: will be a four-five page, double-spaced, typed (written) assignment in which you will be asked to expand on the knowledge you have gained about one of the case studies covered in the Green and Luehrmann book. The assignment will be made up of a series of comparative questions. You will need to critically evaluate, analyze, and do some research outside of class and the required books in order to answer these questions fully. This assignment will be worth 100 points and will be due in week fourteen. Check syllabus for exact due date.

-All assignments are due at the time, date, and place noted on the syllabus. Late assignments will be accepted with a five (5) point deduction for each full day late beginning just after the due time and date (e.g. from 4:00 pm on the due date to 4:00 pm the next day is a 5 point deduction), up to 7 full days late at which time late papers and other assignments will no longer be accepted and students will receive a 0 grade on the assignment. No exceptions will be made for technical difficulties. I will only accept written work turned in by email if you have arranged with me beforehand to do so for that specific assignment.

#### 4. Accommodations, Expectations, and Responsibilities

-Requests for accommodation on these policies will only be made in extenuating, documentable, and compelling circumstances; will be evaluated on a case-by-case basis; require immediate notification be given to the instructor; and can be referred to Learning Services.

-In case of any crisis or emergency, or an extended absence from class, you must inform your professor through Learning Services or the Academic Dean's Office

-Cell phones need to be turned to OFF and put away in a purse or bookbag during class. Use of cell phones in any way during class may result in dismissal from class and can lower your participation grade.

- Drinks are allowed in class, other food is not.

-Disruptive behavior during class will result in your dismissal from the class the first time, after that, disciplinary action will be taken.

-Learning Disability accommodations: students who wish to request accommodation in this class for support of learning disabilities should contact Mr. Joe Kempfer at Learning Services (610-861-1510), 1307 Main St. Accommodations cannot be provided until authorization is received from the appropriate

disability support provider on campus.

-The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

-Academic Honesty-All students are expected to follow the principles of academic honesty as set out in the policies of Moravian College. See the Student Handbook for details. Any and all written work must be done in your own words (with the exception of direct quotations which are clearly indicated as such), and written work must include proper citations indicating the sources for any ideas, concepts, facts, or other information derived from others, whether or not you have restated it in your own words. Any cases of suspected cheating or plagiarism will be referred to the Academic Affairs Office. Academic dishonesty may result in a failing grade in the course.

-Email etiquette-students can expect email to be answered within 24 hours on weekdays and 48 hours on weekends, provided that email is correctly addressed (to Dr. Fischler or Professor Fischler), signed by the student, and civil in content.

-For the well-being of both students and the instructor, I will insist on a 24 hour waiting period after each assignment is passed back before I will discuss it with you. After that, I am happy to engage in a reasonable, rational discussion about your assignment or exam with you.

-These guidelines are intended for the benefit of the students as far as clarification of the instructor's expectations for the course; however, in exceptional circumstances the instructor reserves the right to exercise discretion in the application of these guidelines to individual cases or to refer a particular case to the Academic Dean if necessary.

## **B. Grade Components**

Your final grade in this course will be determined as follows:

Exam I	150 points
Exam II	150 points
Exam III	150 points
Exam IV	150 points
Comparative Case Study	100 points
Participation	<u>100 points</u>
	800 points

### **Guidelines (Rubric) for Written Assignments**

(Written by Ben Slote and modified slightly by Ann Bomberger)

1) Written work in the A range is based on an original, logical and coherently organized set of ideas; it makes a clear and persuasive argument (even if the reader disagrees with its argument); it brings in specific, relevant examples to back up its assertions; its points, at each turn, are clearly articulated: the words carry precise meaning, they don't obscure it; its sentences use only the words their ideas require, not any more; its paragraphs have distinct though related roles in the essay's cohesion as a whole, each holding one thoroughly asserted idea (not two competing ideas, not one idea half-asserted); if appropriate it accurately and thoughtfully uses other sources; and its sentences are without the grammatical, spelling, or typographical mistakes that exacting proof-reading would catch. (All of this takes a lot of work. If it is all very nearly accomplished, the essay usually earns an A-.)

2) Written work in the B range: a very good paper, the writing of which is clearly, thoughtfully, and effectively executed. What sometimes prevents an "A" is a lack of originality, thorough thinking or

careful proofreading. If two of these virtues are absent and the other areas of the paper are strong, the essay will usually earn a B-.

3) Written work in the C range: some conspicuous flaw usually earns an essay a C; its argument is really underdeveloped, it contains only minimal textual support, it has problems with organization and/or sentence clarity, it is in dire need of proofreading.

4) Written D work either contains more than one of the large problems cited in the "C" description or finds another way to convince its reader that the author has not spent nearly enough time on the thinking or writing in the essay.

5) Written work that earns an F misses on all criteria (originality, articulateness, persuasiveness, organization, the absence of mechanical mistakes).

**Final Grade Scale (in percentage, not points)**

93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
less than 60	F

**Note:** It is within the instructor's purview to apply qualitative judgment in determining grades for any assignment and for the course final grade.

**Schedule and Assignments** (Schedule may be changed at the discretion of the instructor; advance notice will be given)

\*Readings are on reserve in Reeves Library

\*\*Be sure to bring assigned readings to class each day. We will use them for in-class assignments, some of which may be graded. Your grade for the day may depend on your remembering to bring your book to class.

<b>Class Session Date</b>	<b>Topic</b>	<b>Assigned Readings and Assignment(s) Due</b>
1 W 9/1/10	Introduction: What is Comparative Politics?	None
1 F 9/3/10	Comparative Methods and Analysis	Lim, pp. 11-23; pp. 32-46
<b>Sept. 7, 2010</b>	<b>Last day for add/drop</b>	

2 W 9/8/10	Historical Legacies	Green, pp. 29-55
2 F 9/10/10	Theory Traditions in Comparative Politics	Lim, pp. 73-96
3 W 9/15/10	Cases of Colonialism and Dependence	Green, pp. 55-69, 69-74, 78-82, 90-94, 94-97
3 F 9/17/10	Summing Up	<b>Exam I</b>
4 W 9/22/10	Poverty and Economic Underdevelopment	Lim, pp. 105-135
<b>Sept 23, 2010</b>	<b>Fall Colloquium</b>	<b>10:30 am-12 pm</b>
4 F 9/24/10	Underdevelopment	Green, pp. 107-139
5 W 9/29/10	Approaches to Development	Green, pp. 139-159
5 F 10/1/10	Alternate Approaches to Development	Green, pp. 159-167
6 W 10/6/10	Cases of Development and Underdevelopment	Lim, pp. 135-136; Green, pp. 167-173, 176-180
6 F 10/8/10	Summing Up	<b>Exam II</b>
<b>Oct. 9-12, 2010</b>	<b>Fall Break</b>	<b>No classes</b>
7 W 10/13/10	Capitalist Growth and Industrialization in East Asia	Lim, pp. 139-169
7 F 10/15/10	China in East Asia	Lim, pp. 169-178; *O'Neil, Ch. 8, pp. 285-306
8 W 10/20/10	China as Case Study	*O'Neil, Ch. 8, pp. 306-324
8 F 10/22/10	Civil Society and Power	Green, pp. 187-225, 225-227, 229-231, 236-238

9 W 10/27/10	Summing Up	<b>Exam III</b>
9 F 10/29/10	Political Transitions	Lim, pp. 179-192
10 W 11/3/10	Mexico in Latin America	*O'Neil, Ch. 11, pp. 450-470
10 F 11/5/10	Mexico as Case Study	*O'Neil, Ch. 11, pp. 470-485
11 W 11/10/10	Democratization	Lim, pp. 192-219
11 F 11/12/10	Political Change	Green, pp. 243-281
12 W 11/17/10	Violence and State-Society Relations	Green, pp. 281-283, 285-287, 291-295; Lim, pp. 221-241
12 F 11/19/10	Summing Up	<b>Exam IV</b>
<b>Nov. 23-28, 2010</b>	<b>Thanksgiving Break</b>	<b>No classes</b>
14 W 12/1/10	Social Movements and Collective Mobilization	Lim, pp. 253-280
<b>December 2, 2010 (Thursday)</b>	Written assignment	<b>Comparative Case Study Written Assignment due by 4 pm in Comenius 206</b>
14 F 12/3/10	Globalization and Comparative Politics	Lim, pp. 285-295; Green, pp. 394-415
15 W 12/8/10	Perspectives on Superpowers	Green, pp. 431-438
<b>Dec. 10; 13-17</b>	<b>Final Exams</b>	