

# Lewis-Clark State College - Fall Term 2022 - POLS 285 Comparative Government



**Course Description:**

An introduction to the study of politics through the comparison of selected foreign governments. The significance of contrasts in the role of culture, constitutions, interest groups, parties, participation, and political institutions in the formation of policy are discussed and analyzed.

**General Course & Contact Information:**

<b>Instructor:</b> Leif Hoffmann	<b>Office:</b> Spalding Hall, Rm. 206
<b>Class Dates:</b> T & TH 9am – 10:15am	<b>Advising Hours:</b> Mondays noon to 1pm; Wednesdays 8am to 9am; Thursdays 10:30am to noon; or by appointment  <b>Zoom Office Hour Info:</b> Zoom ID: 885 4308 6763 Zoom Code: 164401
<b>Classroom:</b> Activity Center West (ACW), Rm 136 and remote synchronously via Zoom  <b>Zoom Class Info:</b> Zoom ID: 825 5863 6139 Zoom Code: 626490	<b>Phone:</b> 208-792-2818
<b>Credits:</b> 3	<b>Email:</b> lshoffmann@lcsc.edu
<b>Prerequisites:</b> None	

**General Education Competency Areas:**

Social and Behavioral Ways of Knowing & Diversity

**General Education Learning Outcomes:**

Upon successful completion of this course, you should be able to demonstrate the following competencies:

*Social and Behavioral Way of Knowing:*

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline. (geography)
2. Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.

3. Utilize Social Science and Behavioral Sciences approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

*Diversity:*

1. Demonstrate the effect of culture on human behavior.
2. Compare one's own worldview with another worldview.
3. Compare differences between key values, assumptions, or beliefs among diverse populations beyond our own.
4. Demonstrate how sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
5. Utilize information about human diversity from a variety of sources.
6. Demonstrate readiness to communicate\* across cultures or social groups with civility and sensitivity.

\*nonverbal and verbal

**Course Objectives:**

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*"No doubt, to a man of sense, travel offers advantages. As many languages as he has, as many friends, as many arts and trades, so many times is he a man. A foreign country is a point of comparison, wherefrom to judge his own."*

*Ralph Waldo Emerson (1803-1882), U.S. poet & philosopher. "Culture," The Conduct of Life (1860).*

Comparative Government is an introductory class to the study of politics intended to familiarize students with the political systems, practices, cultures, and institutions in a wide variety of countries. In a world, which over 190 countries call their home in the 21<sup>st</sup> century and which to many appears to be shrinking due to the advent of new technology throughout the last couple of decades, it becomes increasingly important to understand what is going on outside one's own borders and comfort zone. Moreover, comparative politics has a distinct method of inquiry (comparison) and focuses on a particular set of empirical questions. Primarily comparative politics is concerned with understanding the state, how politics works in different countries, and why politics in some countries is similar and different in other countries.

The course provides therefore an engaging introduction to the basic ideas in the study of comparative politics and an overview of the major political experiences in the United Kingdom, France, Germany, Russia, China, Nigeria, Iran and other countries. Important concepts for understanding the nature of power in various political systems are "grounded" through a comparison of the differences in the historical experiences, interests, political and cultural identities, and key institutions. Students will gain a clear understanding of the similarities and differences of various political systems and through reflection gain a deeper understanding of their own political system.

Overall, this course is designed to help students develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing and Diversity

components of the General Education Core. In addition to the learning outcomes listed above, students will

- Be able to compare and contrast political institutions and processes across countries and to derive generalizations regarding major social science issues, such as why some countries have stable democracies while others don't
- Be able to analyze and interpret basic data relevant to comparative government and politics

By the end of the course, students should also be able to engage questions such as:

- ❖ What role does geography play in political development? Does it really matter?
- ❖ What political systems do the UK, France, Germany, China, etc., have?
- ❖ How does the *Velayat-E Faqih* work?
- ❖ What in the world are *cohabitation* and *cumul de mandats*?
- ❖ What did *cuius regio* attempt to solve?
- ❖ What's an electoral threshold?
- ❖ What's *praetorianism*?
- ❖ What's meant by *double transition*?
- ❖ Are states becoming obsolete?
- ❖ What's a constructive no-confidence vote?
- ❖ What's the difference between presidential, semi-presidential and parliamentary systems?
- ❖ What's the difference between a dominant and an one-party system?
- ❖ What defines conservatism and liberalism in other countries and how does this understanding differ from the American one?
- ❖ What the relevance of path-dependency?

### Required Texts:

Only one book is required for the course. Additional readings will be made available. **All** the readings are **REQUIRED** and I retain the right to examine you on issues raised in any of the readings. A few additional readings for future study or personal interest are listed at the end of the syllabus.

#### *Required Book:*

- ❖ O'Neil, Patrick H., Field, Karl, Share, Don. (2021). *Cases and Concepts in Comparative Politics – An integrated approach*. New York: W.W. Norton & Company. 2<sup>nd</sup> edition

All other readings will be made available on Canvas.

One copy of the required course textbook will also be on hand for a 3-day loan period at the library's course reserve.

To stay abreast of recent events in the world and to apply your knowledge gained in class, the daily reading of major national and international news sources, such as *The New York Times*, *USA Today*, *The Washington Post*, *The Wall Street Journal*, *BBC News*, *The Guardian*, *France24*, *Al-Jazeera*, *The Times of India* is **HIGHLY** recommended and encouraged.

A non-exhaustive list of some major news sources with internet links can be found at the end of the syllabus. In any case, make **ABSOLUTELY** sure to follow the news in one way or another (newspapers, TV or internet). Ignorance is not always bliss.

**Expectations & Requirements:**

This is a 200-level course, which involves a mixture of lectures, brief discussions, videos and a ***substantial*** amount of reading. Due to the lessons learned from the COVID-19 pandemic, this class will take place simultaneously in the campus classroom and via virtual remote. You will ***need to be self-motivated and organized***. Do not wait till the last minute to get started and don't hesitate to contact the instructor with questions. However, avoid emailing the instructor with technical questions that can be answered with a more careful reading of the syllabus and the assignment sheets.

Political science, like physics or chemistry, attempts to arrive at a rigorous understanding of the world it studies. In that sense, you can expect this course to be as difficult as any other science course you have taken. However, unlike chemistry or physics, in political science we are the subjects we are studying. We have the unique opportunity to know just how the phenomena we are examining under our microscope feel about being examined. In some ways, this simplifies our tasks as political scientists, and in some ways, it renders it more difficult.

Consequently, throughout the term I expect you to having read and thought about the assigned readings *in advance* of looking at the lecture notes and listening to the lectures, to demonstrate an understanding of the material, actively participate in any discussions and make thoughtful contributions that benefit the class.

Further, it is important to recognize that while many issues we are exploring are contentious and there are often no right or wrong answers per se, there are, however, good and bad arguments. In other words, when making arguments and writing comments in class discussions ALWAYS make certain that your arguments are logically sound and supported by the available evidence.

Students are expected to pay attention to **ALL** class material in order to receive full credit for taking this course and

- To be able to navigate the Internet
- To be able to watch a video on-line
- To be able to type and use a mouse
- To know how to save, edit, and open documents
- To be able to use your LCSC email account
- To know how to attach a file when submitting an assignment
- To learn how to navigate the Canvas course site. Canvas will have all of the important material for the course including the syllabus, lecture notes, additional readings, assignment instructions and examples, course grades, etc.

*Unit Discussion Posts:*

The discussion posts provide you with the opportunity to engage ideas and deepen your understanding of the material as well as to get to know each other better. You are required to post on 10 out of the 11 regular course units by commenting and posing questions on an unit's readings and videos. While each unit discussion forum will provide a question or two to get you started, you are free to focus on other key aspects of the readings and videos and raise different issues related to the material. As the course progresses, you should also attempt to make linkages across the material of the different units.

Your initial posting on ***each*** unit needs to be at least 250 words long and not exceed 350 words. Moreover, you are required to **at least** take the time **to read and briefly respond to the threads created by two other students**. All unit postings need to be done before the start of a new unit.

You need to follow all directions carefully and adhere to high standards for grammar, spelling, etc. Furthermore, when referring to other people's ideas out of book and other source material, you need to properly cite them. **Please note that only your first ten submitted unit posts will be graded.**

*News presentation:*

Each student will be required to collect and condense the latest news on a country other than the ones that are presented during the course or are in the course book and to share the information by posting it twice on Canvas throughout the term. You are ***very strongly discouraged*** to use American media sources for this assignment (e.g. CNN, Fox News, New York Times, the Lewiston Tribune, etc.). You will have to consult ***at least*** three different non-American media sources (e.g. British, Canadian, Israeli, South African, Thai, Australian newspapers) and report on ***at least*** three or four different news items for ***each*** posting. Should you be able to read another language, please feel free to use your language skills and consult media sources in the foreign language. Detailed instructions and a list with some suggested foreign media sources publishing at least partly in English as well as assignment examples will be posted in the Course Assignments folder on Canvas.

Further you are ***required to triangulate*** your news reports by providing at the bare minimum three different news sources per event. This means that you need to make a very serious effort to get a second and third perspective from additional sources. In other words, each one of your two Canvas postings needs to contain at the minimum a summarized description of three to four political events and thus your bibliography will include at least nine to twelve sources (three different sources per event).

*Term Paper:*

This assignment requires that you select a country other than the ones that are presented during the course or are a major focus of the book. This can be the same as the country you might already have chosen as topic for the news presentation. Informed by the main concepts illustrated in this course, try to write a country review. You can use the structure of the country chapters in the course textbook as a guide for this assignment. The written assignment should be between 6 and 8 pages long. Papers should be double-spaced with margins of 1 inch to each side and include a cover page, an introduction, clear structured sections with subheadings, a conclusion as well as a bibliography page. To write a good country report, you will need to spend some time in the library researching and to use citations properly. You will have to cite ***at least*** three academic sources for your report, i.e. articles out of academic journals or academic books.

You will need to upload a polished draft of your paper for comments by your fellow students and your instructor by Sunday, October 30. The draft needs to already contain all the major sections of your paper as well as a cover page, and bibliography.

Within the week following the on-line submission of your fully developed draft papers you need to comment ***IN DETAIL*** on ***AT LEAST*** two papers posted by your colleagues. This will enable your fellow students to learn from your expertise and analysis and hopefully contribute to a more collaborative learning environment. ***Hence, I strongly recommend that you take your commenting duties VERY seriously. Please make sure when making suggestions for improvements or providing criticism on their papers that your comments are constructive and realistic. You will notice that commenting on other students' work, especially the paper's strengths and weaknesses as well as unclear phrasing and grammatical errors, will help you as much as them.*** Your feedback needs to be **at least 250 words long.**

The use of Wikipedia is **strongly discouraged** beyond employing it as a starting point similar to an encyclopedia. It does not count as an academic source. It is a bad idea to cite Wikipedia in any of your courses. Additionally, don't cite lecture notes as sources.

**Make sure to proofread!** Spell checks can and do fail. **If there are significant spelling and grammatical mistakes throughout an assignment, you will be graded down.** A good paper is a well-written paper which avoids grammatical errors and spelling mistakes.

#### *Naming of Files:*

Be very clear and specific when saving and posting a file, especially when communicating with others via email, such as sending drafts for comments. Many students tend to name their files only "Newsreview.doc", "Termpaper.doc" or "Greece.docx". Of course, this is very confusing for the recipient of your document (be it a fellow student, an instructor or future employer). **Develop a clear and consistent system.** This will help you to remember what the file is about months and years down the road and make communication with others easier. **Make certain that your file name includes your last name, year, title of your document and course number/name and the type as well as the version of the assignment:**

Smith(2022)-POL285-ComparativeGovernment-Malawi-Termpaper-Draft[1]

Again, detailed instructions and assignment examples will be available in the Courses Resources & Assignments Instructions module on Canvas.

#### *Three Exams:*

These exams are meant to test your knowledge of the material presented during this course. They are comprehensive and cumulative, i.e. the exams will draw on the entirety of the lectures, readings and other materials presented in the class. Please keep in mind that any information from the readings is fair game for exams, whether or not it is explicitly covered in the lecture notes. Also note that the lectures will sometimes introduce material not covered in the textbook, so paying attention to all material is key to your success in the class.

Exams will be available on Canvas over a multiple day period. Once you start an exam, you will need to finish up within the allotted time. Make sure to set aside your time accordingly.

One week in advance of each exam period, you will receive a comprehensive study guide.

#### *General advice:*

**Usually, the standard rules are as follows: Give 24 hours advance notice or formal doctor's letter for an assignment extension.** No other extensions or absences will be excused. Late term paper assignments lose a half letter grade each day. **NO LATE NEWS REVIEWS, UNIT DISCUSSION POSTS, OR COMMENTS ON DRAFT PAPERS, WILL BE ACCEPTED.** Consequently, don't wait until the last minute.

However, due to the COVID-19 situation, I will try to be as flexible as possible. The key part here is for you to communicate with your instructor when any special needs or circumstances arise.

**Check your email and Canvas every day.** This is not optional at a modern university and even more important when taking a modified face-to-face course. I will often post and send you information on scheduling, corrections to lectures, and other messages that you need to see. It is your responsibility to check your LCMail account and Canvas. Further, by college policy, I will only respond to email that you send to me from your LCMail account. Once I have sent you a message, I assume that you have that information.

**Do not hesitate to contact me for assistance with assignments or for other questions. I am there to help you to succeed and make the best out of your learning experience.** In short, come see and talk to me during office hours, should you be on campus, or send me an email. I will respond to email messages as soon as possible, usually within 24 hours, with the exception of weekends or holidays.

Be active in class, ask questions, and share your concerns. Chances are if you are confused about an issue, there are other students in the class that share your confusion. Last but not least, **find a study partner**. This will pay off in the long run. You can study together, share notes, and help each other with the assignments, e.g. help each other proofread or constructively critique the structure and information provided in your assignments.

To stay informed about LCSC Social Sciences activities beyond the regular classroom consider to “like” us on Facebook at <https://www.facebook.com/LCSCSocScienceDiv> .

#### *Disability accommodations:*

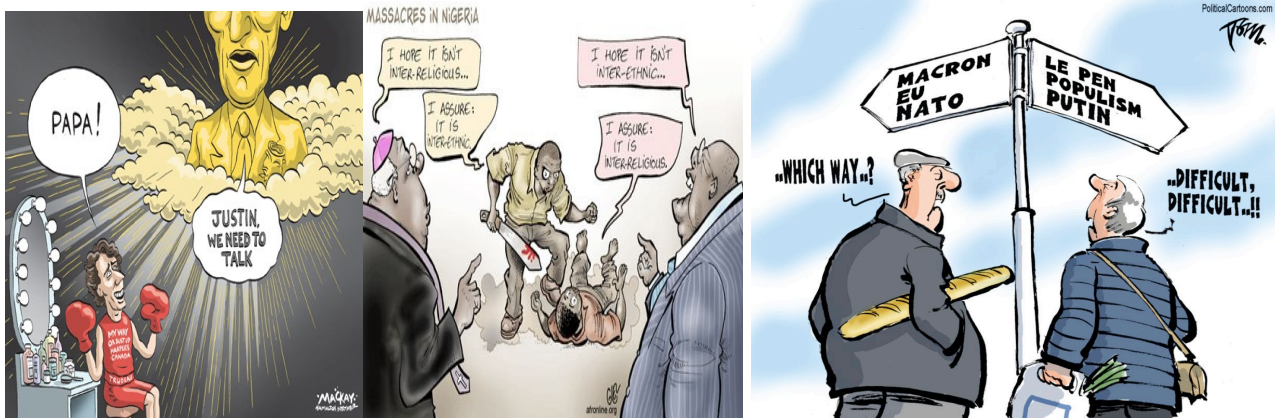
Students with learning disabilities will be accommodated in accordance with university guidelines. Please contact me during the first two weeks of class and consult the LCSC Accessibility Services immediately (Library, Room 161; phone: 208-792-2677).

Last but not least, if you are having difficulty writing or just want to improve your paper, you might want to take advantage of the services offered by the LCSC Writing Center, Library, Room 172 (<http://www.lcsc.edu/writing-center>).

#### **Course Netiquette:**

Students are expected to conduct themselves professionally as adults. The central premise regarding classroom etiquette is to respect others by practicing simple manners.

Thus, please treat the other students in the course with the utmost respect. If you are participating in a debate, please criticize your opponent’s arguments rather than the opponent’s identity.



#### **Grading Procedures:**

Every effort will be made to grade assignments within one week of the due date (Note that this might be different from the date that you personally submitted your assignment.).

Please **be aware that minimum requirements are as the term indicates MINIMUM requirements** to not fail an assignment. In short, do NOT expect to receive an outstanding grade for simply having done the minimum. There is no curve in this course. All assignment and exam grades throughout the term and the overall course grade will be calculated on a 100 point scale and calibrated as follows:

<b>Letter Grade</b>		<b>A</b>	100 - 92.50	<b>A-</b>	89.50 – 92.49
<b>B+</b>	87.50 – 89.49	<b>B</b>	82.50 – 87.49	<b>B-</b>	79.50 – 82.49
<b>C+</b>	77.50 – 79.49	<b>C</b>	72.50 – 77.49	<b>C-</b>	69.50 – 72.49
<b>D+</b>	67.50 – 69.49	<b>D</b>	59.50 – 67.49	<b>F</b>	Below 59.49

<b>Activity</b>	<b>When Due</b>	<b>% of Course Grade</b>	<b>GELOs</b>
Participation on Discussion Board	Post on ten out of the eleven units during the specific week(s) an unit is covered; only the first 10 submitted will be graded	10% (1% for each posting)	<i>Social:</i> 1; 2; 3; 4; 5 <i>Diversity:</i> 1;2;3;4;5; 6
News Review	<i>First Posting:</i> By October 9 at 11:59pm the latest <i>Second Posting:</i> By November 20 at 11:59 pm the latest	20% (10% each)	<i>Social:</i> 2; 4; 5 <i>Diversity:</i> 2;5
Term Paper	<i>Draft:</i> By October 30 at 11:59pm the latest <i>Peer Review:</i> By November 6 at 11:59pm the latest <i>Final Version:</i> By December 11 at 11:59pm the latest	<i>Draft version:</i> 5% <i>Peer Review:</i> 5% <i>Final Version:</i> 20%	<i>Social:</i> 1; 2;3; 4; 5 <i>Diversity:</i> 1;2;3;4;5
Exam 1	Available from September 29 – October 2	10%	<i>Social:</i> 1; 2; 4; 5 <i>Diversity:</i> 1;2;4;5
Exam 2	Available from November 10 – November 13	15%	<i>Social:</i> 1; 2; 4; 5 <i>Diversity:</i> 1;2;4;5
Final	December 12 – December 14	15%	<i>Social:</i> 1; 2; 4; 5 <i>Diversity:</i> 1;2;4;5

To avoid any confusion, please note once more that the overall course grade is weighted. Thus, as shown above, each assignment contributes differently to your course grade. You can also calculate your own grade by using the following formula: Course Grade = .10 (x) + .20 (x) + .05 (x) + .05 (x) + .20 (x) + .10 (x) + .15 (x) + .15 (x).

#### *Regrading of assignments:*

You may request the regrading of materials that have been graded by the instructor. Any request has to be made in writing by providing a brief explanation of why you wish to have the assignment regraded.

#### *Incompletes:*

Incompletes will only be granted in exceptional emergency situations (such as death in the immediate family or serious illness – family visits, weddings, etc., do not count), when the relevant assignment(s) cannot be completed in time. In all other cases the grade will be based upon the work completed by the end of the semester, which may result in a failing grade. The grade “I” for an incomplete may be assigned only after instructor and student have completed and signed a Contract for Grade of Incomplete which makes arrangements for the unfinished work to be completed.



*College Grading Scale:*

The college grading scale can be found, among other places, on the LCSC Registrar's website:  
<https://www.lcsc.edu/registrar/grades-honors/>

**Academic Integrity, Plagiarism, Fabrication, Cheating, and Misconduct:**

Any form of plagiarism or cheating will not be tolerated. When you hand in an assignment, make sure that everything in it is your own work and that you have made the appropriate references where necessary. It is your responsibility to understand what constitutes plagiarism. Neither ignorance nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Violations will be punished to the full extent possible, including flunking of the course and a referral to the Dean of Student Services. Raise any questions and concerns you have with the instructor before problems arise. To learn more about LCSC's Policy on Academic Dishonesty, read it at <http://www.lcsc.edu/student-affairs/student-code-of-conduct/>.

**Course Schedule:**

Date	Class	Assignment for Class
<b>SECTION ONE: ADVANCED DEMOCRACIES</b>		
<b>Unit 1 (Week 1) – Comparative Politics Intro</b>		
August 23	Syllabus review / Introduction to class	No reading required
August 25	What is comparative politics? State, Nation & Society	<p><i>Cases &amp; Concepts</i>: Chapters Introduction and States (pp. 2 – 53)</p> <p><u>Required Reading</u>:</p> <p>Fukuyama (2011). <i>The Necessity of Politics</i>            Jardine (2007). <i>Nation or State?</i>            Lichbach &amp; Zuckerman (1997). <i>Research Traditions and Theory in Comparative Politics</i></p> <p><b>STRONGLY RECOMMENDED:</b>  <i>Cases &amp; Concepts</i>: Chapter United States (pp. 250 – 275)            Hobsbawm (1962). <i>Nationalism</i>            Lukas(2013) <i>Mysteries of the Cereal Box</i></p>
<b>Unit 2 (Weeks 2 &amp; 3)</b>		
August 30	<i>God save the Queen</i> United Kingdom of Great Britain and Northern Ireland	<p><i>Cases &amp; Concepts</i>: Chapters Democratic Regimes and UK (pp. 152 – 187; 218 - 249)</p> <p><u>Required Reading</u>:</p> <p>Amadeo (2022). <i>What was Brexit, and How did It Impact the UK, the EU, and the US?</i></p> <p><b>STRONGLY RECOMMENDED:</b>            Articles on the 2014 Scottish independence referendum and Queen Elizabeth II's Platinum Jubilee in 2022</p>

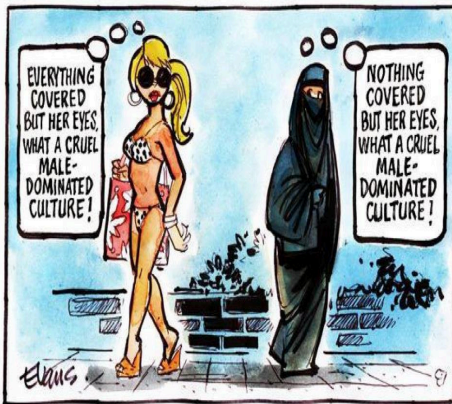
September 1	United Kingdom (continued)	Catch up with reading or read ahead
September 6	United Kingdom (continued)	Catch up with reading or read ahead
September 8	United Kingdom (continued)	Catch up with reading or read ahead
<b>Unit 3 (Weeks 4 &amp; 5)</b>		
September 13	<i>La Marseillaise</i> République française	<i>Cases &amp; Concepts:</i> Chapters Developed Democracies and France (pp. 188 – 217; 276 - 303)  <u>Required Reading:</u> Sciolino (2008) <i>French Cabinet Position Not Enough? Then try mayor</i> <b>STRONGLY RECOMMENDED:</b> Articles on President Macron’s 2022 reelection  <u>Documentary:</u> <i>Young, Muslim, and French (2004)</i>
September 15	France (continued)	Catch up with reading or read ahead
September 20	France (continued)	Catch up with reading or read ahead
September 22	France (continued)	Catch up with reading or read ahead
<b>Unit 4 (Week 6)</b>		
September 27	Advanced Democracies	<u>Available on Canvas:</u> Lijphart (2004). <i>Constitutional Design for Divided Societies</i> Schmitter and Karl (1991). <i>What democracy is...and is not</i>  <b>STRONGLY RECOMMENDED:</b> Przeworski (2008) <i>Conquered or Granted? A history of suffrage extensions</i> The Economist (2014) <i>What’s wrong with democracy?</i>
Available ONLINE from September 29 – October 2	EXAM 1	No additional reading required

Date	Class	Assignment for Class
<b>SECTION TWO: NON-DEMOCRATIC REGIMES, COMMUNISM &amp; VIOLENCE</b>		
<b>Unit 5 (Weeks 7 &amp; 8)</b>		
October 4	<i>Einigkeit und Recht und Freiheit</i> Bundesrepublik Deutschland	<i>Cases &amp; Concepts:</i> Chapters Political Economy and Germany (pp. 88 – 123; 304 - 329) <u>Required Reading:</u> Abend & Bajekal (2022) <i>Chancellor Olaf Scholz Wants to Transform Germany's Place in the World.</i> Bennhold & Eddy (2020) <i>In Germany, Confronting Shameful Legacy is Essential Part of Police Training</i> <b>STRONGLY RECOMMENDED:</b> Articles on former chancellors, East-West Divide and German Identity <u>Documentary:</u> <i>Kohl: German Giant</i> (2007)
October 6	Germany (continued)	Catch up with reading or read ahead
October 11	Germany (continued)	Catch up with reading or read ahead
October 13	Germany (continued)	Catch up with reading or read ahead
<b>Unit 6 (Weeks 9 &amp; 10)</b>		
October 18	<i>Государственный гимн Российской Федерации</i> Российская Федерация	<i>Cases &amp; Concepts:</i> Chapters Nondemocratic Regimes and Russia (pp. 360 – 389; 426 - 449) <u>Required Reading:</u> Eberstadt (2009). <i>Drunken Nation: Russia's Depopulation Bomb.</i> Feshbach (2008). <i>Behind the Bluster, Russia Is Collapsing</i> Marshall (2022) <i>Why Russia is a prisoner of geography</i> Rachman (2022) <i>Understanding Vladimir Putin</i> <u>Documentary:</u> <i>Eastern Europe: 1953–1991 (1991)</i>  <u>Recommended Documentary:</u> <i>Putin's Way (2015)</i>
October 20	Russia (continued)	Catch up with reading or read ahead

October 25	Russia (continued)	Catch up with reading or read ahead
October 27	Russia (continued)	Catch up with reading or read ahead
<b>Unit 7 (Week 11)</b>		
November 1	<u>义勇军进行曲/義勇軍進行曲</u> 中华人民共和国	<i>Cases &amp; Concepts:</i> Chapters Communism and Postcommunism and China (pp. 390 – 425; 450 - 481)  <u>Required Reading:</u> Ken (2018). <i>China's New "Xi Jinping Constitution"</i> Kurlantzick (2007). <i>China's future: a nation of single men?</i> Schell (2008). <i>China's Agony of Defeat.</i>  <b><i>STRONGLY RECOMMENDED:</i></b> Articles on the Great Firewall and one-child policy repercussions  <u>Documentary:</u> <i>How China Got Rich (2019)</i>  <u>Recommended documentary:</u> <i>The People and the Power: China on China (2012)</i>
November 3	China (continued)	Catch up with reading or read ahead
<b>Unit 8 (Week 12)</b>		
November 8	Non-democracies, Communism & Violence	<i>Cases &amp; Concepts:</i> Chapters Nations and Society and Political Violence (pp. 54 – 87; 124 - 151)  <u>Required Reading:</u> Gat (2007) <i>The Return of Authoritarian Great Powers</i>  <b><i>STRONGLY RECOMMENDED:</i></b> Marx & Engels (1848) <i>Manifesto of the Communist Party</i>  <u>Recommended documentary:</u> <i>The Marxists (2018)</i>
Available ONLINE from November 10 - 13	EXAM 2	No additional reading required

Date	Class	Assignment for Class
<b>SECTION THREE: INDUSTRIALIZATION AND GLOBALIZATION</b>		
<b>Unit 9 (Week 13)</b>		
November 15	<p><i>Arise O Compatriots, Nigeria's Call Obey</i> Federal Republic of Nigeria Jamhuriyar Taraiyar Nijeriya Jamhuriyar Taraiyar Nijeriya Orilẹ̀-èdè Olómìnira Àpapọ̀ ilẹ̀ Nàìjíríà</p>	<p><i>Cases &amp; Concepts:</i> Chapters Developing Countries and Nigeria (pp. 482 – 513; 660- 689)</p> <p><u>Required reading:</u> Collier &amp; Gunning (1999). <i>Why has Africa grown slowly?</i> Rubinstein (2009) <i>China's eye on African agriculture.</i> Searcey (2019) <i>Muhammadu Buhari wins Second Term as Nigeria's President</i></p> <p><b><i>STRONGLY RECOMMENDED:</i></b> <i>Cases &amp; Concepts:</i> Chapter South Africa (pp. 628 – 659) Obituaries about Chinua Achebe</p> <p><u>Recommended Documentary:</u> <i>Africa: In Defiance of Democracy</i> (2001)</p>
November 17	Nigeria (continued)	Catch up with reading or read ahead
<b>Fall Break (Week 14)</b>		
November 21 to November 25 – FALL BREAK – NO CLASS		
<b>Unit 10 ( Week 15)</b>		
November 29	<p><i>Sorūd-e Mellī-e Īrān</i> جمهوری اسلامی ایران</p>	<p><i>Cases &amp; Concepts:</i> Chapter Iran (pp. 544 – 569)</p> <p><u>Required reading:</u> BBC (2021) <i>Iran's Ebrahim Raisi</i> Zakaria (2007). <i>Stalin, Mao And Ahmadinejad?</i> Zakaria (2009) <i>The Wall Isn't Falling</i></p> <p><b><i>STRONGLY RECOMMENDED:</i></b> Article on Iran nuclear deal</p> <p><u>Recommended Documentary:</u> <i>Iran: The Hundred-Year War</i> (2008)</p>
December 1	Iran (continued)	Catch up with reading or read ahead

Unit 11 (Week 16)		
December 6	Industrialization & Globalization: Beyond the Nation-State or not?	<p><i>Cases &amp; Concepts</i>: Chapter Globalization and the Future of Comparative Politics (pp. 690 – 715)</p> <p><u>Required Reading</u>:</p> <p>Krasner (2001). <i>Sovereignty</i> Mathews (1997). <i>Power Shift</i></p> <p><b>STRONGLY RECOMMENDED</b>:</p> <p>Barber (1992) <i>Jihad vs. McWorld</i> Onuzulike (2007) <i>Nollywood</i></p> <p><u>Recommended documentary</u>:</p> <p><i>A World without Borders (2016)</i></p>
December 8	Industrialization & Globalization (continued)	Catch up with reading or read ahead
Unit 12 (Week 17)		
Available ONLINE from December 12 - 14	FINAL	No additional reading required



### Recommended Readings:

- Anderson. (1983). *Imagined Communities: reflections on the origin and spread of nationalism*. London: Verso.
- Arendt, Hannah. (1973). *The Origins of Totalitarianism*. New York: Harcourt Brace Jovanovich.
- De Blij, Harm J. (2012). *Why geography matters: More Than Ever* (2 ed.). New York, N.Y.: Oxford University Press.
- Geddes, Barbara. (1990). How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics. In James A. Stimson (Ed.), *Political Analysis: An Annual Publication of the Methodology Section of the American Political Science Association* (Vol. 2, pp. 131-149). Ann Arbor: University of Michigan Press.
- Held, David. (1996). *Models of democracy*. Stanford, Calif.: Stanford University Press.
- Hirschman, Albert O. (1970). *Exit, voice and loyalty*. Cambridge, MA: Harvard University Press.
- Lubbert, Gregory M. (1991). *Liberalism, Fascism, or Social Democracy: Social Classes and the Political Origins of Regimes in Interwar Europe*. New York: Oxford University Press.
- Moore, Barrington. (1967). *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press.

- Olson, Mancur. (1971). *Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, Mass.: Harvard University Press.
- Olsen, Mancur. (1982). *The Rise and Decline of Nations: Economic Growth, Stagflation and Social Rigidities*. New Haven and London: Yale University Press.
- Parsons, Craig. (2002). Ideas as Causes: The Origins of the European Union. *International Organization*, 56(1), 47-84.
- Parsons, Craig. (2007). *How to map arguments in political science*. Oxford; New York: Oxford University Press.
- Pierson, Paul. (2004). *Politics in Time: History, Institutions, and Social Analysis*. Princeton, N.J.: Princeton University Press.
- Scott, James C. (1998). *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press.
- Thelen, Kathleen. (2004). *How Institutions Evolve: the Political Economy of Skills in Germany, Britain, the United States, and Japan*. New York: Cambridge University Press.
- Tocqueville, Alexis de. (2000). *Democracy in America*. Chicago: University of Chicago Press.
- Weber, Max. (1958). *The Protestant Ethic and the Spirit of Capitalism* (Talcott Parsons, Trans.). New York: Charles Scribner's Sons.

### **Recommended Movies:**

- Arndt, Stefan et al. (2004). *Good bye Lenin!* [London]: Twentieth Century Fox Home Entertainment.
- Henckel von Donnersmarck, Florian. (2007). *Das Leben der Anderen* (The lives of others). [München]; Culver City, CA: Wiedemann & Berg Filmproduktion ; Distributed by Sony Pictures Home Entertainment.
- Hughes, Kathleen. (2006). *Young, Muslim, and French* [videorecording]. Princeton, N.J.: Films for the Humanities & Sciences.
- Mucha, Stanislaw. (2004). *Die Mitte*. [Frankfurt, Germany]: strandfilm.
- Thigpen, Scott et al (2008). *A powerful noise*. [United States]: Unify Films.
- Reticker, Gini, et al. (2009). *Pray the devil back to Hell*. [United States]: Passion River Films.
- Woodruff, Bob, Tenenbaum, Gabrielle. (2008). *China inside out: New World Power, Old World Politics*: [Boston, Mass.]: [Distributed by] WGBH Boston Video, [2008].

### **Useful Websites:**

Websites listing hundreds of newspaper from around the world:

- ❖ <https://inkdrop.net/news/>
- ❖ <http://www.onlinenewspapers.com/>
- ❖ <https://www.nationsonline.org/oneworld/news.html>
- ❖ <http://www.refdesk.com/paper.html>

Front pages of hundreds of newspapers from around the world daily at the Newseum:

- ❖ <https://www.newseum.org/todayfrontpages/>

The Wall Street Journal:

- ❖ <http://online.wsj.com/home-page>

The New York Times:

- ❖ <http://www.nytimes.com/>

The New Republic:

- ❖ <http://www.tnr.com/>

The Washington Post:

- ❖ <http://www.washingtonpost.com/>

British government website for citizens:

- ❖ <http://www.direct.gov.uk/en/index.htm>

Official website of the British prime minister:

- ❖ <http://www.number10.gov.uk/>

Official website of the French president:

- ❖ <http://www.elysee.fr>

French interministerial portal for government websites:

- ❖ <https://www.service-public.fr/>

Bundesregierung (German government):

- ❖ <http://www.bundesregierung.de/Webs/Breg/EN/Homepage/home.html>

German Missions in the United States:

- ❖ <https://www.germany.info/>

Website of Russian president:

- ❖ <http://en.kremlin.ru/>

Website of the Mexican president:

- ❖ <http://www.presidencia.gob.mx/>

Prime Minister of India's official website:

- ❖ <https://www.pmindia.gov.in/en/>

Chinese Central Government website:

- ❖ <http://english.gov.cn/>

Nigerian Government's official website:

- ❖ <http://www.nigeria.gov.ng/>

Japanese Prime Minister's official website:

- ❖ <http://www.kantei.go.jp/foreign/index-e.html>

World Bank

- ❖ <http://www.worldbank.org/>

World Trade Organization:

- ❖ <http://www.wto.org/>

European Union:

- ❖ [http://europa.eu/index\\_ns\\_en.htm](http://europa.eu/index_ns_en.htm)

USMCA:

- ❖ <https://can-mex-usa-sec.org/secretariat/index.aspx?lang=eng>

United Nations:

- ❖ <http://www.un.org/>

NATO:

- ❖ <http://www.nato.int/>

CIA – The world factbook:

- ❖ <https://www.cia.gov/library/publications/the-world-factbook/index.html>

African Union -

- ❖ <http://www.au.int/>

Eurostat – European Statistical Office

- ❖ <https://ec.europa.eu/eurostat/web/main/home>

Freedom House:

- ❖ <http://www.freedomhouse.org>

Transparency International:

- ❖ <http://www.transparency.org/>

U.S. Census Bureau:

- ❖ <http://www.census.gov/>

International IDEA Voter Turnout Database:

- ❖ <http://www.idea.int/vt/>

World Values Survey:

- ❖ <http://www.worldvaluessurvey.org/>

Additional websites will be introduced throughout the term.

