

**Politics 143, Comparative Politics**  
**October-November, Fall 2018 Block 3**  
**Jungmin Song**

**Contact Information**

Office: South Hall 307.

Office hours: I tend to be in my office from about 9:00am to 4:00pm Monday to Friday when I'm not with you, except when I have meetings (11:00-12:00 Tue/Thu). You are welcome to stop by my office anytime if you have any questions, or just let me know if you'd like to set up an appointment.

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Consulting Librarian: Meghan Yamanishi, Cole Library 308, x4143

Writing Studio Director: Laura Farmer, Cole Library 315, x4509

Quantitative reasoning consultant: Jessica Johanningmeier, Cole Library 324, x4222

**Course Description:**

This is an introductory course to the field of comparative politics that uses evidence to answer questions about the workings of domestic politics by comparing the experiences of different countries. We will focus our attention on the three predominant types of political systems in the world: advanced industrial democracies, the current and former communist systems, and political systems in developing countries. To understand the nature of these different political systems, we will examine 1) the origins of the modern state, 2) political culture and how the values, attitudes, and opinions of people influence politics in a society, 3) political parties and elections, 4) how political institutions affect policy process and outcomes, and 5) what is the connection between the state and economic systems. We will study the above topics with multiple case studies: United Kingdom, United States, France, Germany, Japan, Russia, China, India, Iran, Mexico, Brazil, South Africa, and Nigeria. We will also discuss several global challenges for all the political systems in the 21st century in the final sections of the class. Throughout the course, we will consider how comparison allows us to draw conclusions about political processes.

**Course Objectives:** At the conclusion of this course, students will be able to:

- Compare political, social and economic lives in different countries
- Broaden and diversify their understanding of different political cultures
- Connect democracy theories to real-world examples
- Develop critical thinking and analytical skills by challenging the conventional wisdoms

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, and intercultural literacy.

## Books to Buy

The following books are required for this course and available at the Commons.

O'Neil, Patrick. 2018. *Essentials of Comparative Politics* (6<sup>th</sup> edition). W.W. Norton and Company, Inc. ISBN: 978-0-393-62458-8.

O'Neil, Patrick, Karl Fields, and Don Share. 2018. *Cases in Comparative Politics* (6<sup>th</sup> edition). W.W. Norton and Company, Inc. ISBN: 978-0-393-62459-5.

## Reading and Assignment Schedule

We will meet every morning at 9:30, and afternoons at 1:00. Morning classes will end by 11:30 (Tuesdays and Thursdays by 11:00), afternoon classes by 3, unless noted differently.

10/22/2018	Mon	9:30	<b>Introductions, Overview, Housekeeping</b>
10/23/2018	Tue	9:30	<i>O'Neil Ch.1 Introduction</i>
		1:00	<i>O'Neil Ch.2 States</i>
10/24/2018	Wed	9:30	<b>Definition of Democracy, How to measure democracy</b> <i>O'Neil Ch.5 Democratic Regimes (pp.134-141)</i>
		1:00	<b>Theories of Democratization</b> <i>O'Neil Ch.5 Democratic Regimes (pp.141-145)</i> <i>O'Neil, Fields, and Share (hereafter, OFS) Ch.12 Brazil (only pp.620-635) &amp; Ch.13 South Africa (only pp.674-690)</i>
10/25/2018	Thu	9:30	<i>O'Neil Ch.6 Nondemocratic Regimes</i>
		1:00	<i>Writing workshop with Meghan Yamanishi</i>
10/26/2018	Fri	12:00-3:00	<b>Institutions of the Democratic States / Models of Democracy</b> <i>O'Neil Ch.5 Democratic Regimes (pp.146-156)</i> <i>OFS Ch.4 France (pp.164-173); Ch.6 Japan (pp.291-297); Ch.12 Brazil (pp.635-641)</i>  <b>Case presentation sign-up</b>
<b>10/27/2018</b>	<b>Sat</b>		<b>First Section of Research Paper Due</b>
10/29/2018	Mon	9:30	<i>O'Neil Ch.3 Nations and Society</i>
		1:00	<i>O'Neil Ch.3 Nations and Society (Continued)</i> <i>OFS Ch.3 United States (pp.126-131); Ch.8 China (pp.424-430)</i>
<b>10/30/2018</b>	<b>Tue</b>	<b>1:00-3:00</b>	<b>Exam 1</b>

10/31/2018	Wed	9:30	<b>Political Parties and Electoral Systems</b> <i>O'Neil Ch.5 Democratic Regimes (pp.156-171)</i> <i>OFS Ch.4 France (pp.173-195); Ch.6 Japan (pp.298-318);</i> <i>Ch.12 Brazil (pp.641-655)</i>
		1:00	<b>Political Parties and Electoral Systems (Continued)</b>
11/1/2018	Thu	9:30	<i>O'Neil Ch.4 Political Economy</i>
		1:00	<i>O'Neil Ch.4 Political Economy (continued)</i>
11/2/2018	Fri	9:30	<i>Writing workshop II with Meghan Yamanishi</i>
		1:00	<i>O'Neil Ch.7 Political Violence</i>
<b>11/3/2018</b>	<b>Sat</b>		<b>Second Section of Research Paper Due</b>
11/5/2018	Mon	9:30	<i>O'Neil Ch.8 Developed Democracies</i>
		1:00	<i>Presentation: OFS Ch.2 United Kingdom; Ch.3 United States</i>
11/6/2018	Tue	1:00-3:00	<i>Presentation: OFS Ch.5 Germany; Sweden</i>
<b>11/7/2018</b>	<b>Wed</b>	<b>10:00</b>	<b>Exam 2</b>
11/8/2018	Thu	9:30	<i>O'Neil Ch.9 Communism and Post-communism</i>
		1:00	<i>Presentation: OFS Ch.7 Russia; Ch.8 China</i>
11/9/2018	Fri	9:30	<i>O'Neil Ch.10 Developing Countries</i>
		1:00	<i>Presentation: OFS Ch.9 India; Ch.10 Iran</i>
<b>11/10/2018</b>	<b>Sat</b>		<b>Third Section of Research Paper Due</b>
11/12/2018	Mon	9:30	<i>O'Neil Ch.11 Globalization</i>
		1:00	<i>Presentation: OFS Ch.11 Mexico; Ch.13 South Africa</i>
11/13/2018	Tue	1:00-3:00	<i>Presentation: OFS Ch.14 Nigeria</i> <b>Final Review</b>
<b>11/14/2018</b>	<b>Wed</b>	<b>10:00</b>	<b>Exam 3</b>
			<b>Final Draft Due (11:59pm)</b>

### Assessment

Attendance & Participation in class	20%
3 Exams	40%
Case Presentation	10%
1 Research Paper	30%

Final course grades will be assigned as follows:

Grade	A to A-	B+ to B-	C+ to C-	D+ to D-	F
Points	100 – 90	89-80	79-70	69-60	below 60

**1. Attendance & Participation (20%):** Students those who show up every time start with 75% of this part of the grade and move up based on the quality and quantity of their class participation. Students move down if they are disruptive or consistently demonstrate that they have not done the required reading for each class. Participation should be based on the readings, lectures, and current events in comparative politics (i.e., you should keep up with current events by following the news). If it seems to me that the class needs encouragement to do the readings, there may also be unannounced quizzes that address basic factual points from the readings. To avoid a penalty on your participation grade for missing class, you must let me know in advance you will miss class due to illness or emergency. In cases where documentation is available (either from a medical professional or campus official), please provide it. If you miss class more than five times, you will get zero for your attendance & participation grade.

**2. Three exams (40% total):** There will be three non-cumulative exams. The exams will be based on the readings, lectures, and discussions in class. Students who wish to do well on these exams should read the assigned material and attend the lectures. The first two exams will be worth 15% of the final grade, while the last exam will be worth 10% of the final grade.

**3. Case presentation & Discussion leading (10%):** Students are required to select one case among our textbook examples (see the options below) and give a presentation about it, followed by leading class discussion. Discussion leaders should plan material for about an hour. The goal is to understand the themes and questions raised in the readings and to discuss 1-2 current issue(s) that are not covered in our textbook. Case presentation & discussion leading will be worth 10% of the final grade.

- Options: United Kingdom, United States, Germany, Russia, China, India, Iran, Mexico, South Africa, Nigeria (10 countries)

**4. Research project paper (30% total):** Students are required to write a research project paper of 8-10 pages (double-space) on the problems or current issues related to comparative politics in TWO countries of your choice. With regard to the research design, you should choose either Most Similar Systems Design (MSSD) or Most Different Systems Design (MDSD); I will provide details of both designs in the middle of the first week. If you referred to other sources, you must include in-text citation and list references appropriate in form at the end (APSA style); otherwise, you will get zero. The research project paper is divided into 3 sections. Each section is due every Saturday and the final draft is due by 11:59pm of the last day (11/14).

1) In the first section, you will write a succinct discussion of your research topic/current event as well as the TWO countries you have chosen (1 page). Clearly discuss why we should pay attention to the problem and countries you have selected, i.e., the significance or importance of your topic and the relevance of your countries. The first section is due by 10/27 (Sat), 5:00pm and will be worth 2% of the final grade.

2) In the second section (2-3 pages), you will provide statistical/descriptive profiles on the TWO countries you have chosen and analyze at least THREE political factors that seem to account for

the research topic you raised in the first section. Examples of political factors are the topics we cover in class: regime types, political culture, identity, party system, electoral system, government-market relations, etc. The second part is due by 11/3 (Sat), 5:00pm and will be worth 8% of the final grade.

3) In the third section (4-5 pages), you will construct your main argument on the correlation between the political factor(s) and the research puzzle that you brought up in the first and second sections. The third section will consist of your literature review and thesis. First, briefly explain how competing scholars understand the phenomenon in question and assess why one or more perspectives, among competing explanations, are right and the other(s) wrong. Next, based on your literature review, you should build your own argument on the major cause(s) of the phenomenon. Articulate what distinguishes the perspectives you described in your literature review from yours (e.g. different causes, different reasoning, different evidence, etc.) and explain why you believe your argument is more convincing in explaining the phenomenon than others. The third section is due by 11/10 (Sat), 12:00pm and will be worth 15% of the final grade.

4) Final draft: First, rewrite the first section (2 pages); clearly state your research question, give a concise overview of your cases and literature review, and present your thesis. I will grade your rewritten first section according to the coherence with which you establish a clear thesis and make each part of your paper make sense in terms of that thesis. In addition, make sure you put in-text citation and bibliography appropriate in form. The rewritten first section and citation/bibliography will be worth 5% of the final grade. Next, you may improve other two sections according to my comments and suggestions (and perhaps your own further reflection upon it). Based on your improvements, I will adjust your original grades on the second and third sections. If you make only cosmetic changes or none at all, your grade will be the same as the original grade. The final draft is due by 11/14 (Wed), 11:59pm.

### ***15th day drop policy***

To drop on the 15<sup>th</sup> day, you *must* complete every assignment due by the end of the 14<sup>th</sup> day of class and meet the attendance condition noted above (that is to say, you must miss no more than one class without a documented excuse). In other words, if you are likely to sleep through class on more than one occasion, you should drop now, because you will not be able to do so later.

### ***Disabilities***

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

### ***Academic Honesty expectations***

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. 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. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

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.** 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.