

**PROVISIONAL SYLLABUS – POLITICAL SCIENCE 1200:
INTRODUCTION TO COMPARATIVE POLITICS
THE OHIO STATE UNIVERSITY, AUTUMN 2018**

Instructor: Kevin Simmt

Time & Location: Tues, Thurs 9:35 - 10:55 PM, KNOWLTON RM190

Contact: simmt.1@osu.edu

Office Hours: TBD, Derby Hall 2014

Considering the Costs & Benefits of this Course

A syllabus should help students make an informed decision in their course-selection during the “shopping period.” As such, I wish to use the syllabus as an opportunity to review both the costs and benefits of engaging in this course.

Students should note there is a contemporaneous offering of Comparative Politics online by an exceptionally qualified individual. The presence of an alternate option has emboldened me on a few dimensions. First, I will offer a course that, despite covering the orthodox comparative politics curriculum, will also engage with a number of experimental teaching exercises including: mock debates; “pre-amble” lectures on literature and music that might help us better understand politics across the world; and the option of gaining extra-credit for reading fiction and taking on leadership roles in class (more on these below). I will be the first to admit: I am taking a risk on these ventures. I have not tried all of these teaching devices before and, as such, I cannot speak to their “added-value” with certainty. As such, just beware that engaging in this course does include a tacit agreement to be the proverbial “canary in a coal mine.”

Second, I wish to warn students that this course is “reading-heavy.” Part of the course’s objective is to help teach you how to do vast amounts of reading and writing. Of course, this will almost certainly not be to everyone’s liking – but, as I said earlier, the syllabus is my place to issue fair warning before the course-drop deadline.

Third, lectures in this course are particularly important. Students unable to make lectures regularly should strongly consider the online offering of comparative politics. Simply put, my slides cannot contain all that we will cover and, ultimately, test; moreover, the learning value of many class activities resides in one’s active participation.

Fourth, my work in comparative politics is heavily-laden with political economy and quantitative analysis. While I do not assume students to have any background knowledge on either subject, those with phobias should note that I will be teaching/testing students on *basic* intuitions within the scope of both topics. Again, fair warning.

Fifth, I spend much time analyzing our intuitions: that is, I am methodical about carefully breaking-down definitions about concepts that, in our gut, we already know. For example, when asked, “what is politics?” almost everyone will claim to know, but almost no

one will have a decent definition on hand... “I dunno exactly, but I *just get it*.” To some, my search for “understanding our understandings” is an exciting exercise in theory that allows us to, ultimately, build argument via logical deduction. To others, this notion of trying to build a deeper intimacy with the already known, instead of discovering the unknown, is the essence of boring. Either way, fair enough, but lest you go on unforewarned.

Teaching Philosophy

Shortly, I will speak to many benefits of studying comparative politics (regardless of the particular instructor). Beforehand, I wish to mention the idiosyncratic added-value of *my course* on comparative politics, which, I believe, derives from the two teaching philosophies on which it is built.

First, while the class is largely structured, I abide David Foster Wallace’s maxim: “We can talk about whatever you wish to - provided that we do it cogently and well.” In other words, as much as this class is about comparative politics, you will find many opportunities to twist coursework towards better understanding social issues that you care about - *provided that* you (a) do it well and (b) successfully relate the issue to comparative politics. Indeed, I wish to stress that as much as we talk comparative politics, students enrolling in this course must be aware we will also be talking a lot of public policy and public economics (again, if this is not for you, I encourage you to check-out the online offering).

Second, this course is not, *per se*, about collecting an encyclopedic knowledge of political systems throughout the world. I strive not to be a teacher of trivia. Rather, as social scientists we want to understand when “the particular” of a society implicates good (or bad) consequences upon human welfare. We must, of course, study the “trivia” of different political systems, but as a means rather than an end. We are, ultimately, upon a humanistic project to disentangle which features of a society are primary in determining social outcomes. In some cases, we find aspects of society that might be manipulated so as to build a better society and, in yet other cases, we discover that an aspect of society (i) is beyond manipulation; (ii) has non-constant effects upon manipulation (i.e., the mediating effects of unique context); and/or (iii) has the potential to be manipulated to solve one problem but, in turn, will trigger a watershed of other problems.

Course Content & Structure

The content of this course results directly from its objectives: what must we know in order to make claims about why/when particular features of a society incur a ‘good’ or ‘bad’ social outcome? The task is deceptively tricky. Due to the complexity of this objective, we necessarily cover a greater variety of topics than is orthodox in a university course. Ultimately, together we must build five bases of knowledge: substantive understanding of the features of political systems across the world and throughout history; the comparative method; political economy; distributive justice; and public economics.

Substantive Knowledge of Political Systems

Let's think about what needs to be covered to make a claim that a societal feature, "X," of a country (let's go with Canada) causes a "good" (or "bad") social outcome, "Y." First, to propose such a theory requires knowing a hell of a lot about Canada (or whatever other country you might be considering). After all, to make such conjecture we must have enough knowledge about Canada so as to speak about (i) Canada's interesting social outcomes that are worthwhile to explain and, moreover, (ii) the many plausible traits about Canada that might explain this curious outcome. So, understanding Canada's political system is a must. Moreover, knowing a lot about other countries will help us corroborate our findings: do countries with the same trait, "X," as Canada also have the same social outcome, "Y," and do those without Canada's trait *fail* to achieve this outcome (whatever it might be).

The Comparative Method

Second, to prove our theory right, we cannot *just* show that "X" and "Y" both happen to occur together in the case of Canada (i.e., correlation) but, rather, that in the absence of "X" there would be no "Y" (i.e., causation). To prove that our correlation in the Canadian context is not simply "lucky," or spurious to some other effect, we must make meaningful comparisons across cases. In class, I explain how the comparative method might enable us to demonstrate that a particular feature of Canada actually *causes* our outcome of concern, not merely that the input coincides with the output. I will often talk about the importance of making "meaningful comparisons," rather than being aimless in our selection of countries to compare – which leaves one's analysis vulnerable to drawing false conclusions based upon correlation with no basis in causation. As such, learning the comparative *method* is crucial.

Political Economy

Third, while we could just stop at showing how empirical evidence demonstrates that "X" causes "Y," we ultimately want to know *why* that link from "X" to "Y" exists. In other words, we don't just want to describe what we observe, but we also want to understand why the pattern happens in the first place. To accomplish this, we will study political economy. Political economy helps us understand *explanatory* theories about how individual preferences interact with institutions to procure particular outcomes. This will help us know why a certain feature (of Canada) causes a certain outcome; moreover, it will help us think about the conditions necessary for this link to exist. We may, for example, find that the cause of "Y" will only work in Canada due to a set of peculiar prerequisite conditions (e.g., her unique institutions).

Distributive Justice

Fourth, you may have noted that I spoke of making claims about "good social outcomes" and "bad social outcomes." Such language takes a lot for granted: what makes an outcome "good" or "bad"? While political economy might help us understand why a certain outcome happens, it cannot tell us whether that certain outcome is desirable. Hence, we need normative theory to justify the outcomes we pursue for society.

Often in political science, we try to responsibly explain what does happen, without taking a stance on whether that outcome is good or bad. Yet, its not clear why we should study political science, beyond an academic (typically morbid) curiosity, if we are not going to use our knowledge of “what causes outcomes” in order to promote the good outcomes and avoid the bad ones. By bringing the normative realm into the open, rather than hiding it, we can collectively work on defending our vision for “a good society” from those who would disagree. Hence, being upfront about one’s normative program may help one to become less dogmatic in one’s stances. Or, it may reveal a contradiction between one’s beliefs and one’s policy stances. Further yet, one may “come around” to doubting beliefs previously taken for granted. As such, we will discuss the modern distributive justice literature, which helps us understand the values implicit in the policies and “shapes of society” that we pursue.

Public Economics

Once we have used our knowledge of distributive justice to feel confident saying, “Y is a socially desirable outcome,” then we have a follow up question, “what is the most effective way in which to achieve Y.” Ultimately, most outcomes can be achieved a multitude of ways. The question is: which way is the best? Public economics provides tools to understand how we can most efficiently attain outcomes we care about. Given the many different objectives we have to improve our society, and the scarcity of resources with which we have to attain them, we must strive to achieve each objective efficiently in order to leave resources for attaining all the others. For example, if we decide eliminating poverty is a good thing, then we must discuss whether the most effective solution is the free market, a minimum wage, a universal basic income, etc.

Lastly, note the importance that students and social advocates consider not only what is ideal, but what is feasible. Here we will, again, evoke political economy to theorize about whether the ideal policy is politically feasible and, if not, which of our “second-best” policies might be able to gather a politically salient coalition that can ensure its implementation. Perhaps you have concluded the universal basic income is the best policy to end poverty. Will it be politically feasible? If so, is it feasible across every political context, or only some? As such, if we are to come to conclusions about how to advocate for a better society, we cannot just consider each of the five topics above ‘in silos’ but must consider each topic as it interacts with each of the others.

Core Curriculum – Learning Objectives

The course is designed to:

- 1) Introduce you to important concepts, ideas, and disputes in comparative politics, with the goal of preparing you to investigate the world more systematically and (possibly) to do more advanced work in other political science courses.
- 2) Build your skills in reading social science texts critically and to have constructive conversations about them.

- 3) Give you practice in thinking critically about complex problems while writing short analytical papers in an academic context.

General Education Categories

This course can be applied to the following General Education categories (1) Social Sciences (Organizations and Politics) and (2) Diversity (Global Studies). The goals and associated learning outcomes appear below.

Social Sciences (Organizations and Politics) Goal: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

- 1) Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
- 2) Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
- 3) Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

Diversity (Global Studies) Goal: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

- 1) Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
- 2) Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- 3) Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Day-to-Day Class Structure

Predictably, each session of the course will focus on a substantive topic about comparative politics. Each class also considers an additional component, which rotates amongst topics on the comparative method, political economy, distributive justice and/or public economics.

These subjects will help us leverage our knowledge of comparative politics towards affecting social outcomes we might care about.

The main body of each class is a conventional lecture, constituting approximately 30-60 min. Do not count on the powerpoint being comprehensive. I prefer a traditional lecturing style. Also, to the best of my ability, I seek to include explanatory video clips in-class, that might make concrete the theories discussed. From here, however, the class departs from heterodoxy. Classes will generally have the following components that belie my quirks:

- A brief pre-ambble lecture about a “book of the week” that is fictional, but which (upon being properly contextualized) sheds light on matters of comparative politics.
- A secondary pre-ambble lecture/discussion (be warned: I am very pre-ambble-ish) will often occur about a book many of us will be reading together: *Infinite Jest* by David Foster Wallace. This is a difficult novel to read and is, of course, only tangentially related to our subject of study. The novel is ultimately about the search for meaning in modern, individualist, America and how this contrasts with finding meaning when situated in a, more communitarian, Quebecois culture. We will be reading this throughout the year, and 5 minutes will be set aside most classes to ensure everyone knows what is going on. Extra-credit participation points are awarded for those keeping-up by responding to prompts and class discussion.
- Two mock debates will occur in-class. One will be a debate set around presidential systems (the United States), the other parliamentary (Canada). Students will be tasked with passing policy, while adhering their political self-interest. Differences in passing legislation, between the two systems, will (I pray) be revealed. Participation grades are issued, as well as for completing policy memos.
- Lastly, we will be playing a game in class – with students submitting individual work, but also having time to consult their peers for advice. We will do four cumulative “rounds” of a game I have made adapted from “*Infinite Jest*” called *Eschaton*. Students will be required, on four occasions, to write a short briefing note on economic and military decisions that they make in order to ensure the security and prosperity of their nation.

While I have a fixed set of material for each day, plenty of time is available for questions/commentary. You should not be shy of speaking up. In fact, past experience tells me that often the most learning occurs when impromptu - sometimes intense - debates breakout. Interruption, so long as tactful, is encouraged.

Cautionary Note

Students are responsible for all material contained in the required reading, presented in class, and covered in class discussions. They are also responsible for contributing to class discussion.

I should note immediately: in this course we develop our skills to work (read and write) effectively. Demonstrations of your learning are regularly required (exams, memos, etc.); moreover, readings are heavy. I will provide guidance on getting through the workload effectively.

Texts for Purchase

Many course readings (mandatory!) will be posted on Carmen. However, two books are for purchase via your preferred online retailer.

First, this course will have mandatory textbook readings. Note this is not available through the university bookstore, since I have selected its older edition (with the intention of saving us a collective \$5000). Please purchase online – try to save some money with a used edition (but note, you are responsible for getting the book in timely fashion: beware shipping times!). The first two chapters are posted on Carmen for you to get a head-start.

Carol Ann Drogus and Stephen Orvis. *Introducing Comparative Politics: Concepts and Cases in Contexts*, 2014. 3rd Edition. ISBN-13: 9781452241524

Additionally, extra-credit points may be attained by reading the following novel. As such, you do not need to read this novel to attain an “A” in class, but I highly recommend doing so (for the “security” of the extra points – plus for a host of educational reasons I shall layout in class).

David Foster Wallace. *Infinite Jest*, 1996. ISBN-13: 9780316066525

Graded Work Overview:

I consistently ask for deliverables, which amounts to much work; however, I hope this relieves pressure from preforming well on any one dimension. Deadlines are listed in the weekly schedule below (and on Carmen). With exception of in-class participation and exams, all work is submitted over Carmen/Canvas. Work will include:

- 2 Exams (30% each)
- 4 Eschaton Reports (5% each)
- 2 Mock Debate Policy Proposals (5% each)
- 2 Mock Debate Participation Evaluations (5% each)

Extra-Credit Items:

- 5 Short answer responses to prompts on DFW’s “Infinite Jest” (2% bonus on final exam score *each*)
- 1 Complete Leadership role for the mock debates (max 5% bonus on final exam score)

Additionally, students are expected to be prepared to discuss the assigned reading as outlined below. In general, “great” answers (on exams, assignments, etc.) will include explanation of the phenomena described, not just description. They will also include political variables in their explanations.

Graded Work: Item-by-Item Overview

Exams (2x30%):

Two exams occur **in-class** over the semester on the dates listed below. You receive from 9:40AM to 10:55AM to complete the exam in-class. They will cover lecture materials, assigned readings and insights from class discussions and activities. The final exam weighs heavily upon material from after the midterm, **however**, often an effective answer will have to draw from the earlier materials as well (knowledge is cumulative, after all). The exam may be drawn from any mix of essay, multiple-choice, fill-in the blank and short answer items. The exact design of the exam will be discussed in class.

Eschaton Reports (4x5%)

250-500 words. During the semester you will be assigned responsibility over a state with 100 citizens. Your state and its citizens shall have randomly assigned characteristics. You will be asked to make decisions regarding macroeconomic policy and military strategy, whilst taking into consideration “what you have to work with.” In your memo, I wish for you to justify the decisions you make.

Eschaton proceeds in four rounds. Before the start of each round, you receive an updated situation report on your country’s vital stats. You may then fine tune your policy responses. “Winning” amounts to building a society with the highest possible wealth and security.

Mock Debate Policy Proposals (2x5%)

750 words. You must complete two tasks. First, you must pick a district to represent and explain what political pressures representing this district places upon you (which industries lobby you, the political orientations of voters, etc.). Then you must respond to a prompt asking you to propose a government policy. The first policy proposal must be about economic issues, the second must be about social issues. You must carefully justify why your policy improves the *status quo* and why it is better than any obvious alternative policies. You will then have a party meeting in which you will discuss your policies. Your party will vote on which policies to present at the mock debate, which will be hosted the next class.

Mock Debate Participation (2x5%)

Attend and actively participate in our two mock debates. The first mock debate will occur in a presidential system (we will pretend to be the United States Congress, so everyone should be sure to lower their maturity levels). The second mock debate will occur in a parliamentary system (we will pretend to be in the Canadian House of Commons, where maturity is also extraordinarily pre-school-ish). Student’s are to show the ability to present policy, including defense against counter-arguments. Knowledge of public economics and/or of American and Canadian social issues should be used.

Students with justified absence (documentation required) will need to complete an alternate assignment (500 word essay responding to a policy proposal).

Extra-Credit: Infinite Jest Responses (5x2% bonus on final exam)

Short paragraph responses. You have the option to join alongside me in reading a large chunk of David Foster Wallace's "Infinite Jest." This book is, all at once, a... disturbing yet comical.. ironic yet sincere... verbose yet pithy... masterpiece that proves impossible to precisely define or "pin-down." It makes some sort of comfort out of the abyss, I think...

I will not make this novel mandatory reading for the class, since it is fiction, whereas we are doing the social science of comparative politics. Nonetheless, this treatise on what it is to be an American – placed in contrast with what it means to be a Quebecois separatist – offers an absurdly brilliant lesson in comparative politics.

As such, I encourage you to read this book over the semester. Points are attained by writing short-answer responses to prompts that I shall post 5 times over the semester (you will get the prompt around 2-4 days in advance of the deadline for responding). The prompts are very general; my intention is for you to read this for your own self-fulfillment (and to practice your reading skills!), rather than to burn you with unfair questions about the text.

Extra-Credit: Leadership Roles for Mock Debates (max. 5% bonus on final exam)

I will need some students to go above and beyond to make our mock debates work.

Early in the semester I will ask for individuals to volunteer (for extra-credit) as: (1) "Coordinator – Presidential System Debate;" (2) "Coordinator – Parliamentary System Debate;" (3) "President of the United States;" (4) "Congressional Majority (& Minority) Party Leader;" (5) "Senate Committee Members;" and (6) "Parliamentary System Party Leaders."

If too many volunteers come forward wishing for extra-credit, I will make other positions available. What is incurred in accepting these positions will be more fully elaborated in-class.

SUMMARY OF DEADLINES

- Eschaton Report I due on **Sept 20**
- Midterm Exam **in-class** on **Oct 2**
- Eschaton Report II due on **Oct 18**
- Congressional Policy Memo (Economic Issues) due on **Oct 28** (Sunday by Midnight)
- Mandatory Mock Debate participation **in-class** on **Nov 1**
- Eschaton Report III due on **Nov 13**
- Parliamentary Policy Memo (Social Issues) due on **Nov 13** (Tuesday by Midnight)
- Mandatory Mock Debate participation **in-class** on **Nov 20**
- Eschaton Report IV due on **Nov 29**
- Final Exam **in-class** on **Dec 4**

SUMMARY OF EXTRA-CREDIT DEADLINES

- DFW Prompt I due **Sept 6**
- DFW Prompt II due **Oct 4**
- Commitment to Leadership Role Required in Writing By Midnight **Oct 9**
- DFW Prompt III due **Oct 25**
- DFW Prompt IV due **Nov 8**
- DFW Prompt V due **Nov 27**

Grading

Note that I use my own grading scale, which differs from the university's default scoring. Grades are assessed according to the scale below:

Letter Grade	Percentage Range
A	90-100
A-	85-90
B+	80-85
B	75-80
B-	70-75
C+	65-70
C	60-65
C-	55-60
D	50-55
E	<50

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Deadlines and Late Penalties

Meeting deadlines in this course is essential (the assignments are all relatively short and, thus, I do not think this demand is unreasonable). Because we talk about memos and book reports during the class for which they are due, you become “dead weight” if you fail to complete on time. As such, late work is worth ZERO if late UNLESS valid documentation is presented to the instructor. The midterm and exam must be completed in-class. If you are absent, you will receive a ZERO automatically UNLESS valid documentation is presented. If a valid, medically documented, absence occurs, then the instructor will offer a make-up exam, which will have entirely different questions than the exam written in-class.

Note, if technical issues arise submitting on Carmen/Canvas, simply email me your work before the deadline. Additionally, you are responsible for submitting a functioning Word or PDF file. Manage your time such that you may inspect your work for technical glitches.

Canvas/Carmen – or whatever it is now called...

In addition to the required reading, you will find other useful information on Canvas, such as a current copy of the syllabus, information about assignments and exams, class readings, and your grades. I use the announcements feature on Canvas to communicate important information about the course make sure that you check these regularly or that you receive the notification emails for new announcements. For each class, I will also post the Powerpoint slides after the lecture to the Modules tab.

Disability

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These

mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic Resources

The University has many resources available for students. The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to resums, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours no appointment necessary in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. More information is available at the Writing Center website:

- <https://cstw.osu.edu/writing-center>

Other useful resources include...

- Carmen Technological Support: <https://ocio.osu.edu/help> or <http://8help.osu.edu>
- Student Academic Services: <http://artsandsciences.osu.edu/academics/current-students>
- Student Service Center: <http://ssc.osu.edu/>

Course Schedule: Daily Topics, Readings & Deliverables

Please note that (*) references a required reading. RoW stands for "Reading of the Week," which are never meant as mandatory readings – merely suggestions for your future self. David Foster Wallace's Infinite Jest is simply abbreviated as "DFW." Chapter 1 & 2 of the textbook, Drogus & Orvis, are posted online in order to help you keep-up in the case you need a few days to arrange for its purchase. All other readings are posted on Carmen/Canvas.

Session		Topics/Deadlines	Readings
Tue 8/21		Introduction	Syllabus* RoW: Jorge Luis Borges, "The Library of Babel"
Thur 8/23	A	The Comparative Method	Drogus & Orvis Chapter 1* Mayer, Burnett & Ogden, Introduction [Excerpt]* Collier, "The Comparative Method" RoW: Lewis Carroll, "Alice in Wonderland"
Tue 8/28	B	Concept of the State	Drogus & Orvis Chapter 2, pp.36-50 & 305-317* Rikker, "Federalism" [Ch 1 & 2]* RoW: William Golding, "Lord of the Flies"
Thur 8/30	C	State Formation	Drogus & Orvis Chapter 2, pp.50-68* Pavone, "Review of Tilly's Capital, Coercion & the European State"* Tilly, "War Making and State Making as Organized Crime"* DFW, 1-31 RoW: Robert Graves, "I, Claudius"
Tue 9/04	D E	Weak States & Failed Post-Conflict Reconstruction	Drogus & Orvis Chapter 2, pp.81-83; pp.90-93* Milliken & Krause, "State failure, state collapse, and state reconstruction: Concepts, lessons and strategies. Development and Change"* Englebert & Tull, "Postconflict Reconstruction in Africa: Flawed Ideas about Failed States"* RoW: Joseph Conrad, "Heart of Darkness"

Session		Topics/Deadlines	Readings
Thur 9/06	F G	Ideology and Regime Type <i>Extra-Credit: DFW Prompt I DUE</i>	Drogus & Orvis Chapter 3; pp.98-141* Steinmo, “American Exceptionalism: Culture or Institutions?”* DFW, 32-65 RoW: George Orwell, “1984;” Aldous Huxley, “Brave New World;” & Markus Zusak, “The Book Thief”
Tue 9/11		No Class — Reading Period	RoW: Antoine de Saint-Exupery, “The Little Prince”
Thur 9/13	H	Democracy: Parliamentary & Presidential Systems	Drogus & Orvis Chapter 6; pp.258-305* Steinmo, Intro & Conclusion* DFW, 65-95 RoW: Thomas Mann, “The Magic Mountain”
Tue 9/18	I	Democracy (cont): Electoral Systems Eschaton — Round 1	Drogus & Orvis Chapter 7* Iverson & Soskice, “Electoral Institutions...”* RoW: Shel Silverstein, “The Giving Tree”
Thur 9/20	J K	Authoritarianism Eschaton Report I Due	Drogus & Orvis Chapter 8; pp.398-451* Gandhi & Lust-Okar, “Elections Under Authoritarianism”* DFW, 95-127 RoW: Book of Job; Wolfgang von Goethe, “Faust;” & Mikhail Bulgakov, “Master & Margarita”

Session		Topics/Deadlines	Readings
Tue 9/25	L M	Regime Change	Drogus & Orvis Chapter 9; pp.454-507* Ansell & Samuels, Ch 4 [Excerpt]* RoW: Victor Hugo, "Les Mis"
Thur 9/27		Review & Buffer	DFW, 127-151 RoW: Marcel Proust (trans. James Grieses), "Swann's Way: A Search for Lost Time"
Tue 10/02		Midterm Exam: The comparative method; states; and regime types	RoW: Reuben in the Dark, "Bow and Arrow"
Thur 10/04	N	States and Markets <i>Extra-Credit: DFW Prompt II DUE</i>	Drogus & Orvis Chapter 5; pp.196-205* Friedman, "Capitalism and Freedom"* DFW, 151-193 RoW: Thomas Pynchon, "Gravity's Rainbow"
Tue 10/09	N	Primer in Public Economics <i>Extra-Credit: Commitment to Leadership Role Required in Writing By Midnight</i>	Hahnel, "The Case Against Markets"* Kahn, "The Tyranny of Small Decisions" [Intro]* Lancaster & Lipsey, "General Theory of the Second Best" [Intro]* Wolf, "Non-Market Failure"[Intro]* Bowles, "What Markets Can and Cannot Do"* RoW: Edward Bellamy, "Looking Backward"
Thur 10/11		No Class -- Oct Break	DFW, 193-240 RoW: Richard Adams, "Watership Down"

Session		Topics/Deadlines	Readings
Tue 10/16	O	Economic Development Eschaton — Round 2	Drogus & Orvis pp.203-220 and pp.225-231* Rostow, “Stages of Economic Growth”* RoW: Leo Tolstoy, “War & Peace;” & Evelyn Waugh, “Brideshead Revisited;” Richard Wagner, “The Ring Cycle”
Thur 10/18	P	Globalization & Economic Development Eschaton Report II Due	Drogus & Orvis Chapter 10; pp.512-521, pp. 532-544, and pp.562-563* Gerschenkon, “Economic Backwardness in Historical Perspective”* Wallerstein, “World Systems Theory: an Introduction [Chapter 2]”* DFW, 240-299 RoW: Gabriel Garcia Marquez, “100 Years of Solitude;” Eddie Vedder, “Society”
Tue 10/23	Q	The Welfare State	Drogus & Orvis Chapter 11 pp.572-595* Downs, “Economic Theory of Democracy [Excerpt]*” Lind, “Why is there so Little Redistribution”* Meltzer & Richards, “Rational Theory on the Size of Government”* RoW: Book of Ecclesiastes; & T.S. Elliot, “The Waste Lands;” Lynch & Frost, “Twin Peaks;” (Note the progression of DFW from these lines of thought)

Session		Topics/Deadlines	Readings
Thur 10/25		Healthcare Politics Markets and the Environment <i>Extra-Credit: DFW Prompt III DUE</i>	Drogus & Orvis Chapter 11 pp. 595-633* DFW, 299-342 RoW: Margaret Atwood, "Oryx & Crake;" & Daniel Keyes, "Flowers for Algernon"
Tues 10/30	R S	Presidential System Mock Debates: Group Policy Discussions Policy Memo I (Economic Issues) Due 48 Hours in Advance	RoW: Joseph Heller, "Catch-22"
Thur 11/01		Presidential System: Mock Debate — Participation Grade	DFW, 343-418 RoW: David Mitchell, "The Cloud Atlas"
Tue 11/06		No Class -- Reading Period	RoW: In lieu of class, please sit-down, listen to DFW's "This is Water;" moreover, I encourage you to share and discuss with family or friends.
Thur 11/08	T U	Identity, Immigration and the Politics of Inclusion Eschaton — Round 3 <i>Extra-Credit: DFW Prompt IV DUE</i>	Drogus and Orvis Chapter 4; pp.144-168 & Chapter 12; pp 640-699* Jerry Muller, "Us and Them: The Enduring Power of Ethnic Nationalism"* Kymlicka, "Ethnocultural Diversity"* DFW, "This is Water" [https://www.youtube.com/watch?v=8CrOL-ydFMI]* DFW, 418-470 RoW: Franz Kafka, "The Metamorphosis;" & Orhan Pamuk, "My Name is Red"

Session		Topics/Deadlines	Readings
Tue 11/13	V	Collective Action and Civic Engagement Eschaton Report III Due	Putnam, “Bowling Alone: America’s Declining Social Capital.”* Olson. “Logic of Collective Action”* Ostrom, “Governing the Commons”* RoW: Alan Moore, “The Watchmen”
Thur 11/15		Mock Parliament: Party Meetings Policy Memo II (Social Issues) Due 48 Hours in Advance	DFW, 471-503 The Grimm Brothers, “The Shepard Boy”
Tue 11/20		Mock Parliament — Participation Grade	RoW: Richard Wagamese, “Indian Horse”
Thur 11/22		No Class — Thanksgiving	DFW, 503-530 RoW: Origin mythologies from the Judeo-Christrain “Book of Genisis;” Grecian “Pandora’s Box;” Native American “Raven the Trickster”
Tue 11/27		Canada & the United States in Comparative Perspective Eschaton — Round 4 <i>Extra-Credit: DFW Prompt V DUE</i>	RoW: DFW, “Infinite Jest”
Thur 11/29		Review & Buffer Eschaton Report IV DUE	RoW: Evelyn Waugh, “Brideshead Revisited”
Tue 12/04		Final Exam	RoW: Leonard Cohen (sing. K.D. Lang), “Hallelujah”