

Political Science 100 – Introduction to Comparative Politics

Winter 2006

TR 10:30 AM - 12:18 PM

0137 Caldwell Lab (CL)

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Office Hours: Tuesday 1:30-3, Thursday 12:30-1:30 or by appointment

Course Goals:

We will be exploring a wide variety of countries viewed through the lens of comparative political theory and comparing them across different issues. You should gain an appreciation of the unique characteristics of each country while, at the same time, developing the tools necessary to be able to link lessons from diverse countries through thematic understanding. This is an opportunity for you, the student, to engage your creativity in a global sense.

There are a number of lines of comparison typically employed in comparative politics, occasionally overlapping and often sources of contention. Among the more prominent examples are:

- 1.) regime type (Democracy? Authoritarian? Other?)
- 2.) level of national income (Rich? Middle? Poor?)
- 3.) patterns of social organization and political contestation (How do people, groups and parties within the state relate to each other? Who gets what, when and how?)

This is only a sampling and does not address the issue of whether classification alone leads to better understanding of the countries we observe in the real world. It is my hope that you will not simply become able to categorize countries but also recognize the patterns that make comparison both possible and fruitful and to begin developing innovative methods geared towards the solution of real-world political issues.

Required Text (available at campus-area bookstores and from online retail sites):

Hauss, Charles (2006). *Comparative Politics: Domestic Responses to Global Challenges*. 5th ed. Thomson/Wadsworth. (ISBN # 0534590535)

In addition, the companion website for the book is located at:

<http://politicalscience.wadsworth.com/hauss05>

We will be using this site for some additional material and no registration is needed to gain access to the features covered in this course.

While the textbook used for this course is very recently updated, **students are still expected to follow current events through careful reading of daily newspapers or reputable electronic sources**. Those events, especially, that affect the countries examined in the course will be fair game for discussion in class and will help enhance the quality and timeliness of the material we are exploring.

Electronic Reserves:

Some additional readings will be posted to the library's electronic reserves. *Please notify me immediately if there are any problems accessing these resources*. A handout explaining how to use the e-reserves will be distributed on the first day of class.

Grading:

Participation	10%
First Midterm	30%
Second Midterm	30%
Final Exam	30%

Scale: 93-100 (A), 90-93 (A-), 87-90 (B+), 83-87 (B), 80-83 (B-), 77-80 (C+), 73-77 (C), 70-73 (C-), 65-70 (D+), 55-65 (D), below 55 (E).

Thurs, Jan 19 – **Britain**

Reading: Hauss, Chapter 4.

Week 4

Tues, Jan 24 – **France**

Reading: Hauss, Chapter 5.

Thurs, Jan 26 – **FIRST MIDTERM EXAM**

Week 5

Tues, Jan 31 – The Communist and Post-Communist Challenges

Reading: Hauss, Chapter 8.

Thurs, Feb 2 – **Russia**

Reading: Hauss, Chapter 9.

Week 6

Tues, Feb 7 – Russia (cont.)

Reading: Colton and McFaul, “Are Russians Undemocratic?”
Carnegie Endowment for International Peace Working Paper (2001).
Available at:

<http://www.carnegieendowment.org/files/20ColtonMcFaul.pdf>

Thurs, Feb 9 – **China**

Reading: Hauss, Chapter 10.

Week 7

Tues, Feb 14 – China (cont.)

Reading: Shirk, Susan. “Internationalization and China’s Economic Reforms. In Robert Keohane and Helen Milner (eds.) *Internationalization and Domestic Politics* (1996). Cambridge University Press (**available on e-reserve**).

Thurs, Feb 16 – **SECOND MIDTERM EXAM**

Week 8

Tues, Feb 21 – Rethinking the Global South

Reading: Hauss, Chapter 11.

Thurs, Feb 23 – **India**

Reading: Hauss, Chapter 12.

Week 9

Tues, Feb 28 – **South Africa**

Reading: Supplemental SA Chapter available at Hauss website.

<http://politicalscience.wadsworth.com/hauss05>

Thurs, Mar 2 – **Iraq**

Reading: Hauss, Chapter 14

Week 10 Tues, Mar 7 – Crafting Democratic Solutions in the 21st Century

Reading: Handelman, Howard. “The Politics of Cultural Pluralism and Ethnic Conflict.” Chapter 4 in *The Challenge of Third World Development*. 4th ed. (2005). Pearson/Prentice Hall
(available on e-reserve).

Thurs, Mar 9 - Wrap-Up and Review

Reading: Hauss, Chapter 17.

Week 11 Tues, Mar 14 – **FINAL EXAM** (from 9:30 to 11:18 AM in CL 0137)

GEC Goals and Objectives:

5. Diversity: International Issues

Goals/ Rationale:

“Diversity: International Issues courses help students become educated, productive, and principled citizens of their nation and the world. “

Learning Objectives:

1. “Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture. “

7. Social Science

Goals/Rationale:

“Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.”

Learning Objectives:

1. “Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies. “
2. “Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.”
3. “Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making. “

Student Bill of Rights:

- 1) Students shall have the right to ask questions, share viewpoints and participate in class and be heard and considered in a respectful manner by their instructor and peers. No personal attacks or discrimination of any kind will be tolerated.
- 2) Students shall have the right to expect the instructor to exercise due diligence in meeting concerns regarding the course. These include, but are not limited to, the right to feedback on exams and papers within a reasonable amount of time, the right to notification in the event of changes from the syllabus, and the right to be graded fairly and impartially.
- 3) Having chosen of their own freewill to be enrolled in this course, students shall be given a fair opportunity to demonstrate knowledge gained and expect their efforts to translate into an increased ability to synthesize and present conceptual and case-specific ideas. Accommodations for any disabilities will be provided through the OSU Office for Disability Services.

Instructor's Bill of Rights:

- 1) The instructor shall have the right to read original content in all student work presented. Plagiarism or cheating of any kind will be dealt with according to the OSU Procedures and Rules for Academic Misconduct.
- 2) The instructor shall have the right to expect to be notified in a timely manner of any student concerns that may affect performance in the course and to expect that students will make an effort to balance their workload over the quarter so as to avoid difficult situations. No make-up exams will be given except in cases of a documented emergency.
- 3) The instructor retains the right to direct lectures and class discussion without unreasonable distraction or inattentiveness on the part of students. Turn off the cell phones and MP3 players, please.
- 4) Given the nature and breadth of material covered, the instructor shall have the right to expect students to come prepared by having done the assigned readings and to use this material to further enhance the quality of the classroom instruction.