

- TITLE:** INTRODUCTION TO COMPARATIVE POLITICS
- INSTRUCTOR:** - Ross Lambertson
 Telephone: 370-3373
 Home telephone: 384-3390
 E-Mail: lamberts@camosun.bc.ca
- OFFICE HOURS** - Dunlop House, Room 260. Hours from 1:30 to 3:00, Monday, Tuesday, and Thursday; also by appointment.
- DESCRIPTION:** - This course introduces students to the study of comparative politics and government, examining a number of political questions and different countries as well as recent political events. There is an emphasis on democracy and human rights.
- Three credits. Prerequisite: English 12 or assessment.
- OBJECTIVES:** - Learning how to study comparative politics, as well as some of the basic questions and answers.
- Improving skills in reading, analysis, criticism, and explanation.
- TEXTBOOK:** - Howard J. Wiarda, *Introduction to Comparative Politics: Concepts and Processes*, 2nd. ed. (for sale in the College bookstore, and on reserve in the College library).
- READINGS:** - "Comparative Politics - Readings - Winter 2003" (for sale in the College bookstore).
- EVALUATION:**
- a. Three tests - 60%
 - b. One essay - 40%
 - c. Class participation -- can be used to adjust a final grade upwards by one or two percent
- TENTATIVE TIME-TABLE

Monday	Jan. 6	First class - Introduction
--------	--------	----------------------------

Wednesday	Jan. 8	Lesson 1 - Chapter 1 of the Textbook - "What is Comparative Politics?"
Monday	Jan. 13	Lesson 2 - Chapter 2 - "The History of Comparative Politics."
Wednesday	Jan. 15	Seminar on Reading A - Benjamin R. Barber, "Jihad vs. McWorld."
Monday	Jan. 20	Lesson 3 - Chapter 3 - "Political Development."
Wednesday	Jan. 22	Seminar on Reading B - Samuel Huntingdon, "The Clash of Civilizations."
Monday	Jan. 27	Lesson 4 - Chapter 4 - "Political Culture and Comparative Politics."
Wednesday	Jan. 29	Seminar on Reading C - Daniel Drezner, "Globalizers of the World, Unite!"
Monday	Feb. 3	<u>Review</u> - pretest
Wednesday	Feb. 5	<u>TEST # 1</u> - Lessons 1-4, seminars A-C
Monday	Feb. 10	Lesson 5 - Chapter 5 - "Challenges and Alternatives to Development."
Wednesday	Feb. 12	Seminar on Reading D - Gabriel Almond, <i>et alia</i> , "Government and Policymaking."
Monday	Feb. 17	Lesson 6 - Chapter 6 - "Democracy and Democratization: Transitions...."
Wednesday	Feb. 19	Seminar on Reading E - Robert B. Lloyd, "Zimbabwe: The Making of an Autocratic 'Democracy'."
Monday	Feb. 24	Lesson 7 - Chapter 7 - "The Future of Communist Regimes."
Wednesday	Feb. 26	"Seminar on Reading F -- Govindan Parayil, "The 'Kerala model' of development...."
Monday	Mar. 3	Lesson 8 - Chapter 8 - "The Developing Nations...."
Wednesday	Mar. 5	Seminar on Reading G - Robert D. Kaplan, "Was Democracy Just a Moment?"
Monday	Mar. 10	<u>Review</u> - pretest
Wednesday	Mar. 12	<u>TEST # 2</u> - Lessons 5-8, seminars D-G

TENTATIVE TIME-TABLE (cont.)

Monday	Mar. 17	Lesson 9 - Chapter 9 - "The Future of the Developed Nations."
Wednesday	Mar. 19	Seminar on Reading H - Robert D. Putnam, "Bowling Alone."

ESSAY DUE BY 5:00 - WEDNESDAY, MARCH 19

Monday	Mar. 24	Lesson 10 - Chapters 10 and 11 - "Frontiers of Research," and "Conclusion."
Wednesday	Mar. 26	Seminar on Reading I - Nicholas Eberstadt, "The Future of Aids."
Monday	Mar. 31	Seminar on Reading J - Graham E. Fuller, "The Future of Political Islam."
Wednesday	Apr. 2	Seminar on Reading K - Jeffrey Goldberg, "In the Party of God." <u>Essay Rewrite Due - 5:00 P.M.</u>
Monday	Apr. 7	<u>Review</u> - pretest
Wednesday	Apr. 9	<u>TEST #3</u> - Lessons 9-10, seminars H-K.
Wednesday	Apr. 16	<u>ESSAY REWRITE DUE BY 5:00</u>

CLASSES

- Students are expected to read the material before the lectures so they will be ready to ask and answer questions.
- As much as possible, the classes should be a dialogue between the instructor and the students, with the instructor helping the students understand the readings, and responding to questions and arguments.
- The purpose of the classes will be: to explain the more difficult concepts; to look at things from other perspectives; to bring things up to date; to express disagreement with the textbook; to give students a chance to ask questions; to give students a chance to disagree

TESTS

- | | |
|--------------|--|
| VALUE | - there are three multiple-choice tests, each worth 20%. |
| DATE | - See the timetable on page 2. |
| CONTENT | - The tests will be based upon the “Key Terms” listed in the “Lesson Notes” (handed out at the course progresses and also placed on reserve in the College library), and any other materials handed out. |
| FORMAT | - The multiple-choice tests will be done on special answer sheets (supplied by your instructor), which are marked by a computer. Please bring a soft-lead pencil and an eraser. |
| AFTER | - After each test you will be given the answers so that you will know immediately how you have done. After the computer has marked the tests the grades will be posted outside your instructor’s door. Please check to ensure that you have been given the grade that you deserve. |
| MISSED TESTS | <ul style="list-style-type: none">- You are expected to write your tests at the scheduled times and place. A student will not be permitted to write at another time unless he/she has a reasonable excuse involving events beyond his/her control, such as illness, a death in the family, etc.- Should you miss a test, and have a reasonable excuse, please consult with your instructor in order to arrange a make-up test. This should normally be done within one week of missing your test.- A make-up test will normally not be a multiple-choice test, but will consist of a number of “Key Terms” that have to be defined and/or explained. |

ESSAYS

VALUE - One essay, worth 40% of your final grade.

DUE - See the time-table in this course outline (including date for rewrite). Either hand it in personally, or slip it under your instructor's office door -- Dunlop 260.

WARNING: Any work handed in late without a written explanation of a reasonable excuse (i.e. illness, a death in the family, etc.) will be penalized.

TOPIC - "The Future of Democracy." See the guidelines in the partial time-table handed out at the beginning of the term.

FORMAT - all essays must be at least from four to eight typewritten pages, double-spaced, written in #12 font, preferable Times New Roman. Number your pages, and provide **footnotes** when you summarize and explain any material; also provide a **bibliography**. (Use the same style as the reading "Introduction to Basic Concepts -- 2002-3," and refer if necessary to "Political Science Papers -- Guide to Footnotes and Bibliography," which is on reserve in the Camosun Library in this course's binder).

- please do NOT place essays in a clear plastic binder with a detachable spine. The pages should be stapled together, with a title page which includes your name.

HELP - you may consult with your instructor before writing an essay, and bring a summary or a rough draft.

REWRITE - you may rewrite the paper if you are not satisfied with your mark. This version should be marked "REWRITE" and stapled to the original version. Note that you will not receive a better mark unless you pay attention to most or all of the critical comments on your first draft. However, you will certainly not lose points by attempting a rewrite; the higher of the two marks will be used to compute your final grade.

EVALUATION

Your written work will be graded as follows:

“A” level work (95-100% = A+ / 90-100% = A / 85-89% = A-)

1. AMOUNT OF WORK/RESEARCH - 8.5 to 10
 - the work is long enough (close to the maximum) and
 - it deals with all the prescribed reading materials (and additional research, if called for).
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 8.5 to 10
 - the work is free or nearly free of elementary errors in spelling, punctuation, etc.,
 - the work is well organized, and
 - there are adequate footnotes, and a bibliography done according to the instructions.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 8.5 to 10
 - the student has demonstrated a superior understanding of all the prescribed materials.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 8.5 to 10
 - the student has developed superior ideas.

“B” level work (84-80% = B+ / 75-79% = B / 70-74% = B-)

1. AMOUNT OF WORK/RESEARCH - 7 to 8
 - the work is not quite maximum length, or
 - the work deals with not quite enough of the prescribed reading materials.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 7 to 8
 - the work is at a high level, but there are still some errors in spelling, punctuation, etc., or
 - the work is well organized, but could be better, or
 - there are adequate footnotes, and a bibliography done according to the instructions, but they have not been done quite correctly.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 7 to 8
 - the student has demonstrated a high level of understanding of all the prescribed materials, but it could be better.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 7 to 8
 - the student has developed some ideas that, although not yet superior, are at a high level.

“C” level work (65-69% = C+ / 60-64% = C)

1. AMOUNT OF WORK/RESEARCH - 6 to 6.5 out of 10

- the work is satisfactory, but fairly short, or
- the work does not really cover enough of the required readings.

2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 6 to 6.5 out of 10

- the work is satisfactory, but has too many elementary errors in spelling, punctuation, etc., or
- the student misuses the apostrophe, or
- the work is not well organized, or
- there are few footnotes and bibliography; or they are not done correctly.

3. UNDERSTANDING (WHAT YOU SHOW ME) - 6 to 6.5 out of 10

- this work shows a satisfactory understanding of the material, but not much more than this; it is sometimes not clear or just plain wrong, or leaves out some important points.

4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 6 to 6.5 out of 10

- the student has tried to develop some ideas, but they are not well-reasoned and/or they are not based on correct information.

“D” level work (50-59%)

1. AMOUNT OF WORK/RESEARCH - 5 to 5.5 out of 10

- the work is unsatisfactory, it is below minimum length, or
- the work shows inadequate use of the mandatory readings

2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 5 to 5.5 out of 10

- the work is unsatisfactory; it is full of elementary errors, or
- it is very poorly organized.

3. UNDERSTANDING (WHAT YOU SHOW ME) - 5 to 5.5 out of 10

- the work is unsatisfactory; the student has misunderstood several major points, or
- has omitted several major points.

4. IDEAS (INCLUDING CRITICAL ANALYSIS)- 5 to 5.5 out of 10

- the student has made almost no attempt to develop ideas, or the ideas are inadequate

“F” level work (below 50%)

1. AMOUNT OF WORK/RESEARCH - less than 5 out of 10

- the paper is below minimum length, or
- the paper deals with less than half of the mandatory material.

2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY) - less than 5 out of 10

- there are so many elementary errors that this is unacceptable, or
- the student has committed an act of plagiarism or quasi-plagiarism.

3. UNDERSTANDING (WHAT YOU SHOW ME) - less than 5 out of 10

- this shows no real understanding of the main points.

4. IDEAS (INCLUDING CRITICAL ANALYSIS) - less than 5 out of 10

- there is no attempt to develop any ideas.

All grades

5. FINAL GRADE: _____ out of 40.

- The FINAL GRADE is not an average of the four grades. It primarily based on the lowest grade of the first three criteria, multiplied by 4. (Your grade for “Ideas” will also be taken into consideration, although primarily for papers which are B+ or A level.)

- Your instructor sees the term papers as involving a set of hurdles, each of which is equally important. To receive a passing grade you must pass each one of these hurdles, to receive an “A” you must do first-rate work at each level, to get a “B” you must do at least second-rate work at each level, and so forth. This is not the usual way of marking papers, but it can be defended on the basis that each student can rewrite his/her paper for a higher grade, and in doing so can concentrate upon improvements where they are most needed.

- Your paper should be a very carefully written draft, representing your best effort without detailed help from the instructor. When you get it back, you will receive comments about how to improve it, and you can decide whether or not you want to put in the extra work required to raise your grade. The process of writing a paper for this course should, therefore, be seen as involving an extended conversation between your instructor and yourself.