

**CAMOSUN COLLEGE**  
*School of Arts & Science*  
*Department*

**Political Science 220 – Winter 2004**

**Comparative Politics**

**COURSE OUTLINE**

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**The Approved Course Description is available on the web  
@<http://www.camosun.bc.ca/calendar/psc.php#104>**

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*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records.*

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**1. Instructor Information**

- (a) Instructor - Ross Lambertson
- (b) Office hours - Monday, Tuesday, Thursday, 1:30-3:00, and by appointment
- (c) Location – P-228
- (d) Phone – 370-3373    Alternative (home) – 384-3390
- (e) E-mail – lamberts@camosun.bc.ca

**2. Intended Learning Outcomes -** At the conclusion of the course the student should be able to describe and explain (and in some cases critically assess):

- 1. The nature and history of Comparative Politics as a discipline.
- 2. The political development approach.
- 3. The role of political culture.
- 4. Challenges and alternatives to the political development approach.
- 5. The challenge of democracy.
- 6. Communism then and now.
- 7. Developing nations.
- 8. Research problems.

**3. Required Materials**

Text: 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).

Additional: “Comparative Politics - Readings - Winter 2004” (a selection of readings printed at the College and for sale in the College bookstore).

#### 4. Course Content and Schedule

Lectures: Monday and Wednesday – 3:00-4:20 – Young 211

#### 5. Basis of Student Assessment (Weighting)

- (a) Assignments – one term paper, worth 40% of the final grade; this paper can be rewritten and resubmitted after your instructor has graded it. The higher of the two grades will be official.
- (b) Quizzes – three multiple choice tests, each worth 20%, for a total of 60%.
- (c) Exams – none during examination week.
- (d) Class participation – an optional 2%.

#### 6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

## TENTATIVE TIMETABLE

Monday	Jan. 5	First class - Introduction
Wednesday	Jan. 7	Lesson 1 - Chapter 1 of the Textbook - “What is Comparative Politics?”
Monday	Jan. 12	Lesson 2 - Chapter 2 - “The History of Comparative Politics.”
Wednesday	Jan. 14	Seminar on Reading A – Samantha Power, “How to Kill A Country.”
Monday	Jan. 19	Lesson 3 - Chapter 3 - “Political Development.”
Wednesday	Jan. 21	Seminar on Reading B - Samuel Huntington, “The Clash of Civilizations.”
Monday	Jan. 26	Lesson 4 - Chapter 4 - “Political Culture and Comparative Politics.”
Wednesday	Jan. 28	Seminar on Reading C - Inglehart, “The True Clash of Civilizations.”
Monday	Feb. 2	Review - Pretest
Wednesday	Feb. 4	<b>TEST # 1</b> - Lessons 1-4, seminars A-C
Monday	Feb. 9	Lesson 5 - Chapter 5 - “Challenges and Alternatives to Development.”
Wednesday	Feb. 11	Seminar on Reading D - Herald Crouch and James W. Morley “The Dynamics of Political Change.”
Monday	Feb. 16	Lesson 6 - Chapter 6 - “Democracy and Democratization: Transitions....”
Wednesday	Feb. 18	Seminar on Reading E - Crouch and Morley, “The Dynamics of Political Change” (again).
Monday	Feb. 23	Lesson 7 - Chapter 7 - “The Future of Communist Regimes.”
Wednesday	Feb. 25	“Seminar on Reading F - Govindan Parayil, “The ‘Kerala model’ of development....”
Monday	Mar. 1	Lesson 8 - Chapter 8 - “The Developing Nations....”
Wednesday	Mar. 3	Seminar on Reading G - Robert D. Kaplan, “Was Democracy Just a Moment?”
Monday	Mar. 8	Review - pretest
Wednesday	Mar. 10	<b>TEST # 2</b> - Lessons 5-8, seminars D-G
Monday	Mar. 15	Lesson 9 - Chapter 9 - “The Future of the Developed Nations.”
Wednesday	Mar. 17	Seminar on Reading H - Robert D. Putnam, “Bowling Alone.”
Friday	Mar. 18	<b>TERM PAPER DUE</b> – Office (P-228) – 11:00 A.M.

TENTATIVE TIME-TABLE (cont.)

Monday	Mar. 22	Lesson 10 - Chapters 10 and 11 - "Frontiers of Research," and "Conclusion."
Wednesday	Mar. 24	Seminar on Reading I – "A Nation Apart," <i>The Economist</i> .
Monday	Mar. 29	Seminar on Reading J - Nicholas Eberstadt, "The Future of Aids."
Wednesday	Mar. 31	Seminar on Reading K – "In the Name of Islam," <i>The Economist</i> , and Reading L - Graham E. Fuller, "The Future of Political Islam"
Monday	Apr. 5	Review - pretest
Wednesday	Apr. 7	<b>TEST #3</b> - Lessons 9-10, seminars H-K.
Wednesday	Apr. 14	<b>PAPER REWRITE DUE</b> – Office (P-228) – 11:00 A.M.

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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 show connections with the term paper topics
  - to give students a chance to ask questions
  - to give students a chance to disagree
- Each class will be run to some degree as a seminar, with students expected to answer and discuss the "General Questions" in the "Lecture Notes."

## MULTIPLE-CHOICE TESTS

- VALUE** - there are three multiple-choice tests, each worth 20%.
- DATE** - See the time-table in this course outline.
- CONTENT** - The tests will be based upon two things:
- the “Key Terms” in the “Lecture Notes.”
  - any additional information contained in a pretest
- all of the above will be handed out at the course progresses.
- 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.
- Each question will be worth one point.
- AFTER** - After each test you will be given the answers so that you will know immediately how well you have done. After the computer has marked the tests the grades will be posted outside your instructor’s door. Since the computer is not infallible, please check to ensure that you have been given the grade that you deserve.
- MISSED TESTS** - 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.

## TERM PAPERS

- VALUE - One term paper, 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.
- 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 Importance of Class in Comparative Political Science."  
Remember, in writing this paper you should be demonstrating how much you have learned from the readings in this course. This is *not* a research paper, so you do not have to bring in any other references, but you should discuss *both* the textbook and as many of the course readings as possible.
- FORMAT - all term papers must be *at least* from three to six typewritten pages, double-spaced (at about 250 words per page). Number your pages, and provide footnotes and a bibliography. (Refer to "Political Science Papers – Guide to Footnotes and Bibliography" – on reserve in the Camosun Library.)
- note that the readings in this course have only limited bibliographical information. You are expected to find missing information (e.g. the name of the book's editor or author) and include this in your footnotes and bibliography.
- HELP - you may consult with your instructor before writing (bring him questions, 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.

## EVALUATION

Your written work (except for your project report) 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.

## EVALUATION (cont.)

### **“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.



## EVALUATION (cont.)

### **“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 real 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.

## POL. SCI. 220 - LECTURE NOTES - LESSON 1 - INTRODUCTION

TEXTBOOK READING: - "What is Comparative Politics?" (Chapter 1 of the textbook, *Introduction to Comparative Politics*).

KEY TERMS – (points marked with an asterisk (\*) are either not mentioned in the textbook, or need more explanation in class.)

### 1. World Bank - basic indicators

- low income countries / underdeveloped / third world\*
- middle income countries / developing
- upper income countries / developed / first world\*

### 2. UN Human Development Index\*

- life expectancy
- education levels
- standard of living

### 3. Comparative Politics - a science?

A. "the systematic study and comparison of the world's political systems." - process, or "methodology"

- disinterested / objective\* (no ideological biases / avoiding ethnocentrism)
- empirical research\*
- models (conceptual frameworks, paradigms) / maps, simplifications of reality / heuristic devices
- example: the developmentalist approach (economic development ...> social and political development ...> democracy)\*
- exploring patterns, finding trends - tendency statements
- statistical correlations and causal explanations / separating dependent variables from independent variables\*
- testing of hypotheses - experimental method?
- use of statistics, mathematical models

B. "an orderly body of knowledge" - product - p. 14

### 4. Possible field of study with Comparative Politics

- one country
- two or more countries
- regions - inside or between

- global
- themes

## 5. Approaching the subject

- introduction - hypotheses, methodology, previous literature
- political history - secondary literature
- political culture - not national stereotyping
- socioeconomic background - level of economic development, class structure, other social relations
- interest groups - domestic and international
- political parties - or facsimiles
- political communications - types, ownership
- institutions of government - structures, including bureaucracy, and process of decision-making (who governs?)
- public policy - decisions in different areas; foreign and domestic
- conclusion

## 6. Systems theory

- inputs - history, culture, interest groups, etc.
- institutions of government
- outputs - policy

## 7. Forces of change - one or all of the following?

- values - political culture, ideology
- economics - class conflict - Marxism\*
- political - pressure groups, parties
- structural - institutions of government
- socio-biology\*
- chance