



**School of Arts & Science
SOCIAL SCIENCES DEPARTMENT**

**PSC 220-001
Comparative Politics
Winter 2007**

COURSE OUTLINE

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

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Ross Lambertson		
(b)	Office Hours:	Monday, Tuesday, Wednesday and Thursday, 2:00-3:00pm; and by appointment		
(c)	Location:	Paul 226A		
(d)	Phone:	370-3373	Alternative (home):	384-3390
(e)	Email:	lamberts@camosun.bc.ca		

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to describe and explain (and in some cases critically assess):

1. The nature of comparative politics, as well as how it has evolved.
2. Some different theories of comparative politics, including modernization theory, dependency theory, state-society theory, and indigenous theories of development.
3. Some of the major structural differences of political systems, including democracy vs. authoritarianism, federalism vs. unity systems, presidential vs. parliamentary systems.
4. Some of the major developments that have affected different countries, including the Cold War, the fall of the Soviet Empire, globalization, Islamism, and the human rights movement.
5. The factors that influence political developments in different countries.

3. Required Materials

(a)	Texts	Howard J. Wiarda, <i>Introduction to Comparative Politics: Concepts and Processes</i> , 2nd. ed. (for sale in the College bookstore, and on reserve in the College library).
(b)	Other	"Comparative Politics - Readings - Winter 2007" (a selection of readings printed at the College and for sale in the College bookstore).

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Lectures: Monday and Wednesday – 3:30-4:50 – Young 211

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

- (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

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.

IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

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, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

TENTATIVE TIMETABLE

Monday	Jan. 8	First class - Introduction
Wednesday	Jan. 10	Lesson 1 - Chapter 1 of the Textbook - "What is Comparative Politics?"
Monday	Jan. 15	Lesson 2 - Chapter 2 - "The History of Comparative Politics."
Wednesday	Jan. 17	Seminar on Reading A - Benjamin Barber, "Jihad vs. McWorld," and optional reading: Benjamin Barber, "Beyond Jihad Vs. McWorld."
Monday	Jan. 22	Lesson 3 - Chapter 3 - "Political Development."
Wednesday	Jan. 24	Seminar on Reading B - Samuel Huntington, "The Clash of Civilizations."
Monday	Jan. 29	Lesson 4 - Chapter 4 - "Political Culture and Comparative Politics."

Wednesday	Jan. 31	Seminar on Reading C - Inglehart, "The True Clash of Civilizations," and optional reading: Anwar Ibrahim, "Universal Values and Muslim Democracy,"
Monday	Feb. 5	Review - Pretest
Wednesday	Feb. 7	TEST # 1 - Lessons 1-4, seminars A-C
Monday	Feb. 12	Lesson 5 - Chapter 5 - "Challenges and Alternatives to Development."
Wednesday	Feb. 14	Seminar on Reading D - Herald Crouch and James W. Morley "The Dynamics of Political Change."
Monday	Feb. 19	Lesson 6 - Chapter 6 - "Democracy and Democratization: Transitions...."
Wednesday	Feb. 21	Seminar on Reading E - Crouch and Morley, "The Dynamics of Political Change" (again).
Monday	Feb. 26	Lesson 7 - Chapter 7 - "The Future of Communist Regimes."
Wednesday	Feb. 28	"Seminar on Reading F - Govindan Parayil, "The 'Kerala model' of development...."
Monday	Mar. 5	Lesson 8 - Chapter 8 - "The Developing Nations...."
Wednesday	Mar. 7	Seminar on Reading G - Gucharan Das, "The India Model."
Monday	Mar. 12	Review - pretest
Wednesday	Mar. 14	TEST # 2 - Lessons 5-8, seminars D-G
Monday	Mar. 19	Lesson 9 - Chapter 9 - "The Future of the Developed Nations."
Wednesday	Mar. 21	Seminar on Reading H - Robert D. Putnam, "Bowling Alone." TERM PAPER DUE – Office (P-226A) – 11:00 A.M.
Monday	Mar. 26	Lesson 10 - Chapters 10 and 11 - "Frontiers of Research," and "Conclusion."
Wednesday	Mar. 28	Seminar on Reading I and J - Olivier Roy, "Europe's Response to Radical Islam," and Mahmood Mamdani, " Whither Political Islam? "
Monday	Apr. 2	Seminar on Readings K and L - David Ransom, "Inside the Venezuelan Revolution," and Michael Shifter, "In Search of Hugo Chavez."
Wednesday	Apr. 4	Review - pretest
Monday	Apr. 9	NO CLASS – Easter Monday
Wednesday	Apr. 11	TEST #3 - Lessons 9-10, seminars H-K.
Wednesday	Apr. 19	PAPER REWRITE DUE – Office (P-226A) – 11:00 A.M.

CLASSES

- Students are expected to read the material *before* the lectures so they will be ready to ask and answer questions.

- 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

- Students are invited to participate, as much as is practical, in class discussion. The lecture format does not work very well unless there is a two-way flow of information, with students asking questions and (where appropriate) expressing disagreement with the instructor. Students should be active learners, not just passive recipients of information.

- Often a lecture will begin with a discussion of current political issues. This material will not necessarily be on the exam (see below), but it should help students gain an understanding of what are some of the pressing issues and developments this year..

- Review classes, just before a test, will give students a chance to ask questions and give the instructor to focus on anything not yet covered in class. The instructor will also try to provide students with copies of *pretests* that will be discussed in the review classes. These pretests will consist of sample questions that might be on the exam; they will be based on the key terms, as well as current political issues discussed in class.

- Finally, remember the academic rule of thumb that a student should spend, on the average, about two hours of study for every hour of classroom time. A full load of five courses and fifteen hours of classroom time a week therefore translates into an additional thirty hours of study time per week.

MULTIPLE-CHOICE TESTS

- VALUE - 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:
- a. the "Key Terms" in the "Lecture Notes."
 - b. 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 - 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 - "Democracy and Human Rights" - 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 before you begin, read Reading M, Ross Lambertson, "Human Rights," so that you have an idea of the nature and breadth of the topic.
- FORMAT - All term papers must be from three to six typewritten pages, double-spaced (at about 250 words per page), written in #12 font, preferably Times New Roman, with citations in the form of footnotes, and a bibliography at the end. (Refer to "Political Science Papers – Guide to Footnotes and Bibliography" – on reserve in the Camosun library).
- Your instructor may read more than six pages if he finds merit in what you have to say, but he has the option of finishing after six pages.
- DO NOT cite the material as simply coming from a Camosun College course pack. See the Index of the course pack for bibliographic information.
- 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.

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 countries
- upper income countries / developed countries / 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 (see "Additional Information" at end of this outline).
- 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

Additional Information – Variables

Topics: a. lung cancer – what causes it?

b. democracy – what causes it?

Hypotheses:

a. Carrying matches tends to produce lung cancer

b. Developing a middle class tends to produce democracy

Independent variable Dependent variable

- that which has an impact. - that which is affected.

- “independent” for the purposes of our study. - “dependent” upon one or more variables.

a. carrying matches. lung cancer

b. middle class democratic politics

Step I - Empirical observation

a. an examination of society reveals that a remarkably high number of people who carry matches (or lighters) ultimately develop lung cancer – far more than people who do not carry matches. But although there is a statistical correlation, is there a causal relationship?

b. an examination of countries around the world reveals that a remarkably high percentage of countries with a developed middle class are democracies – far more than countries without a significant middle class. But although there is a statistical correlation, is there a causal relationship?

Over...

Step 2 - "Experiment"

a. we can test by "controlling" for other independent variables. Does the same relationship prevail in situations where other variables might have an effect – for example, where people are inactive, or are members of a certain ethnic group, or have certain dietary habits, or are smokers? We would find that smokers have an even higher rate of lung cancer than do people who carry matches, and therefore conclude that smoking rather than carrying matches is the variable that tends to lead to lung cancer.

b. we can test by "**controlling**" for other independent variables. Does the same relationship prevail in situations where other variables are different – for example, where the culture is different from that of Western countries, in relatively poor countries rather than rich countries, or in countries where capitalism is more social democratic than liberal democratic? If we cannot find that any other variables are more strongly connected to the development of democracy than the existence of a middle class, we can tentatively conclude that there is a causal relationship.

Of course, we also have to be careful that we do not have things backwards; perhaps democracy produces middle-class people. To make sure that this is not the case, we could also "experiment" by looking at the **history** of some of our examples, and see which came first, democracy or the middle class.

Step 3 – Looking more deeply

If you wanted to look more deeply at these situations, you might ask yourself:

- a. what causes people to smoke?
- b. what makes a middle-class?

In these cases, smoking and the creation of a middle-class would now be the dependent variables, and the possible causes would be now the independent variables. In short, **anything can be either a dependent variable or an independent variable** – it all depends upon what questions the observer is asking.