

	<p><i>School of Arts &amp; Science</i>  <b>SOCIAL SCIENCES DEPARTMENT</b></p> <p><b>PSC 220</b>  <b>Comparative Politics</b>  <b>2012 Winter</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Ross Lambertson		
(b)	Office Hours:	Monday, Tuesday, Wednesday, Thursday, 3:00-3:50; and by appointment		
(c)	Location:	Paul Building, room 226A		
(d)	Phone:	370-3373	Alternative Phone:	(home) – 384-3390
(e)	Email:	<a href="mailto:lamberts@camosun.bc.ca">lamberts@camosun.bc.ca</a> (Note that I will not usually be accessing this from late Thursday afternoon until noon on Monday.)		
(f)	Website:	<a href="http://lambertson.wordpress.com/">http://lambertson.wordpress.com/</a>		

### 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

- (a) **Textbook** – Alan Draper and Ansil Ramsay, *The Good Society: An Introduction to Comparative Politics*, 2nd. ed. (for sale in the College bookstore, and on reserve in the College library). This is the first time we have used this textbook, so the College has no second-hand copies available. However, you may be able to get it as a digital textbook. Take a look at: <http://www.coursesmart.com/the-good-society-an-introduction-to-comparative/alan-draper-ansil-ramsay/dp/9780205083961>
- (b) **Readings** - “Comparative Politics - Readings - Winter 2012.” (This is a selection of readings printed at the College and for sale in the College bookstore. Some of them, but not all, are the same as the previous year’s readings. Also, many, but not all, can be accessed for free on the Internet.)

#### 4. Course Content and Schedule

Lectures: Monday and Wednesday – 4:00-5:20 – 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.
- (a) 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%. This is only for students who contribute in a very positive way to the lectures (asking questions, constructively debating with the teacher). Any student who is too shy to speak out can still in theory achieve a perfect grade.

#### 6. Grading System

##### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
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<b>I</b>	<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.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. ( <i>For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.</i> )
<b>CW</b>	<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.

## 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](http://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. 9	First class - Introduction
Wednesday	Jan. 11	Lesson 1 - Chapter 1 of the Textbook
Monday	Jan. 16	Lesson 2 – Chapter 2
Wednesday	Jan. 18	Seminar on Reading A - Zakaria, “The Rise of Illiberal Democracy” (all readings are from “Comparative Politics - Readings - Winter 2012”).
Monday	Jan. 23	Lesson 3 - Chapter 3
Wednesday	Jan. 25	Seminar on Reading B - Huntington, “The Clash of Civilizations.”

Monday	Jan. 30	Lesson 4 - Chapter 4
Wednesday	Feb. 1	Review
Monday	Feb. 6	<b>TEST # 1</b> - Lessons 1-4, seminar readings A, B.
Wednesday	Feb. 8	Seminar on Reading C - Mamdani, "Whither Political Islam?"
Monday	Feb. 13	Lesson 5 - Chapter 5
Wednesday	Feb. 15	Seminar on Reading D - Crouch and Morley, "The Dynamics of Political Change."
Monday	Feb. 20	Lesson 6 - Chapter 6
Wednesday	Feb. 22	Seminar on Reading E - Krastev, "Paradoxes of the New Authoritarianism."
Monday	Feb. 27	Lesson 7 - Chapter 7
Wednesday	Feb. 29	Seminar on Reading F - Diamond, "Why Are There no Arab Democracies?"
Monday	Mar. 5	Review
Wednesday	Mar. 7	<b>TEST # 2</b> - Lessons 5-7, seminars C-F
Monday	Mar. 12	Lesson 8 - Chapter 8
Wednesday	Mar. 14	Seminar on Reading G - Ross, "Oil, Islam, and Women." <b>TERM PAPER DUE</b> - 4:00 P.M.
Monday	Mar. 19	Lesson 9 - Chapter 9
Wednesday	Mar. 21	Seminar on Reading H - Putnam, "Bowling Alone."
Monday	Mar. 26	Lesson 10 - Chapter 10
Wednesday	Mar. 28	Seminar on Reading I - Isaacs – "International Comparisons of Economic Mobility." <b>TENTATIVE TIME-TABLE (cont.)</b>
Monday	Apr. 2	Lesson 11 - Chapter 11
Wednesday	Apr. 4	Review
Monday	Apr. 9	NO CLASS – EASTER
Wednesday	Apr. 11	<b>TEST #3</b> - Lessons 8-11, seminars G-I.
Wednesday	Apr. 18	<b>PAPER REWRITE DUE</b> - Office (P-226A) - 11:00 A.M.

## CLASSES

### A: LECTURES

- A lecture will usually begin with a discussion of current political issues – the news of the day.
- Otherwise, the lectures are based primarily upon the textbook, Alan Draper and Ansil Ramsay, *The Good Society: An Introduction to Comparative Politics*, 2nd. ed.
- The lectures will follow the tentative time-table, and students are expected to read the material *before* the lectures so they will be ready to ask and answer questions.
- Part of the lectures will focus on the **Key Terms** listed at the end of each chapter. (*Note that, unlike previous courses, the Key Terms are not listed in Lesson Notes.*) Your instructor would like students to indicate which terms need explanation.
- Part of the lectures will focus on The “**Critical Thinking Questions**” at the end of each chapter. Your instructor will ask students for their input.
- Not everything in the textbook will necessarily be covered in class. To some degree, you are responsible for learning the material on your own.

**B: SEMINARS:**

- The seminars are based upon the materials in the coursepack: "Comparative Politics – Readings - Winter 2012." Most of these are also available on the Internet.
- The purpose of the seminars is to give students even more chances for participation, so students are expected to come prepared to answer the "Seminar Questions" which will be made available online in the instructor's website at <http://lambertson.wordpress.com/>
- If the instructor breaks the class into different seminar groups, students who are not prepared should sit alone and read the seminar material.

**C: AMOUNT OF WORK:**

- 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** listed at the end of each chapter.
  - (b) The **Critical Thinking Questions** at the end of each chapter.
  - (c) Any additional information contained in a **pretest**. These pretests will be made available for the review lessons by being placed on the instructor's website at <http://lambertson.wordpress.com/>
- 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.
- MAKEUPS - If you miss a test, or do poorly on a test, you can do a "makeup" test. This should be done within two weeks, and you can write it during your instructor's office hours. Remember, however, 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, as well as some material based on the **Critical Thinking Questions**. This means that the test may take as long as one hour, depending upon how much you know and how fast you can write. If you are doing the test for the second time, the higher of the two grades will be the final grade.

## 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.) may be penalized.
- TOPIC - "Changes in 2011 – For Better or For Worse?" You will probably have to do some research, but you must also **demonstrate how much you have learned from the textbook and the seminar readings**. Students aiming for a high "B" or an "A" should also show what they have learned from the **Optional Readings**.
- FORMAT - all term papers must be *at least* six to eight typewritten pages, written in #12 font, preferably Times New Roman. Your instructor may read more than eight pages if he finds merit in what you have to say, but has the option of finishing after eight pages.
- you should provide citation **footnotes** and a **bibliography**. Refer if necessary to "Camosun College Department of Humanities History Style Guide," which can be found at:  
[http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf)
- 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. You will not receive a better mark unless you pay close attention to the critical comments on your first draft. However, you will not lose points by attempting a rewrite; the higher of the two marks will be used.
- If you miss the deadline for submitting the paper the first time, you may submit it with the "rewrites." However, this is **not** recommended, since most students need the experience of writing the paper the first time.

## 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*

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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.