

**San José State University**  
**Department of Political Science**  
**Pols 2-01: Introduction to Comparative Politics, Spring 2019**

**Course and Contact Information**

Instructor:	Sabrina L. Pinnell
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Office Hours:	M W 4:30-6:00, other hours by appointment M W F
Class Days/Time:	M W 9:00-10:15
Classroom:	DMH 160
GE/SJSU Studies Category:	D2

**Course Format**

This class will be primarily in-class lecture and discussion, but will use Canvas for the purposes of communication, as an archive for class handouts and reserve readings, and to record raw grades. Students should have access to a computer at least outside of class in order to access Canvas.

**Course Description**

Comparative analysis of different kinds of political systems; their political institutions, processes and policies; the environments in which they occur and their consequences.

**Course Goals**

This course is designed to introduce students of political science, and other interested students, to the concepts and principles of comparative politics. This includes including how different regimes (democratic and nondemocratic) are structured and actually function; the nature of the modern state; citizenship across states; protection (or lack of) for civil rights and liberties; the nature of regime change and stability.

**Department of Political Science Learning Outcomes**

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.

- 3) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 4) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

### **GE Learning Outcomes (GELO)**

This class satisfies the D2 General Education Requirement (Comparative Systems, Cultures and Requirements). Upon successful completion of this GE course, students will be able to:

- 1) Place contemporary developments in cultural, historical, environmental and spatial contexts;
- 2) Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them;
- 3) Evaluate social science information, draw on different points of view, and formulate applications to appropriate to contemporary social issues;
- 4) Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

Students will fulfill these requirements through a combination of exams, in-class discussions, and a research paper.

### **Required Texts/Readings**

#### **Textbook**

The textbook for this course is Stephen Orvis and Carol Ann Drogus' Introducing Comparative Politics: The Essentials Thousand Oaks, CA: Sage, 2019, ISBN: 9781506385693). It is available in the Bookstore and should be purchased ASAP. Please note that if you decide to order this online, you are still responsible for completing the readings on time as specified in the Schedule.

#### **Other Readings**

There are other readings for the course (see Schedule) that are uploaded as electronic copies to Canvas. You can access these under "Files." *Unless specified in the Schedule, all readings for this course are required readings.*

## Course Requirements and Assignments

Requirements for this course are as follows:

Participation	
In-Class Discussions	10 points x 6
Exams 1-3	80 points x 3
Research Paper	
Outline	20 points
Paper	100 points
<u>Final Exam</u>	<u>80 points</u>
	500 points

Participation: Students are expected to attend class regularly, prepared to ask questions about material and to participate in discussions when they occur. Specific measures of participation will happen through six in-class discussions, which will concern specific issues of the topic we are considering at that point in the course. Questions will be posted on Canvas ahead of the discussion so that students may prepare. In the case of the second discussion, the students must choose one of the two country articles to read to prepare for the class. Each of these discussions and assignments is worth 10 points, and attendance will be taken to verify participation. Students who miss these deadlines risk a score of zero on these instruments unless they have a verifiable emergency.

Exams 1-3: There will be exams at the close of major sections of the class to measure student comprehension of the material, and ability to apply the information. Each of Exams 1-3 will have a multiple-choice section of 20 questions worth two points each, for a total of 40 points; there will then be a choice of four out of five short-answer questions, to be answered in 4-5 sentences each; each answer is worth up to 10 points. Students will need to bring a Scantron 882-E form to the exam to complete the multiple-choice portion. A study guide with major concepts will go out before each exam to help students prepare, but these exams are closed-book, closed note. Each exam is worth 80 points.

If a student misses an exam due to a verifiable emergency, the student must contact the instructor immediately to arrange a makeup time; all makeup exams must be completed within one week of the scheduled exam date, or the student risks a grade of zero.

Research Paper: Students will demonstrate their ability to apply comparative politics concepts to specific countries through a research paper, to be completed over the course of the semester. See the handout appended to the end of this syllabus for more details on writing the paper. Students should start thinking about a possible topic for their paper and looking at sources. They will need to submit a topic outline plus a preliminary source list by March 11<sup>th</sup>. Once submitted, the topic is set for the student; they may not choose another. Please select a topic you are interested in, and that you know you can work with. The outline/source list is worth 20 points.

The paper for the student's chosen topic needs to be submitted on April 29<sup>th</sup>, both as a hard copy in class, and uploaded to Canvas for a source check. There is no required rough draft, but students may wish to bring partial or full drafts to office hours for review. The final draft is worth 100 points. Late papers will lose the equivalent of a letter grade (10 points) if not turned on time as a hard copy; late uploads risk the paper not being graded at all. If you are unable to submit the paper on time, you need to contact the instructor on or before April 29<sup>th</sup> for a possible extension; after this date, points will be lost unless there is a verifiable emergency. No papers will be accepted, for any reason, after the last day of lecture (May 13<sup>th</sup>).

Final Exam: Per University policy S17-1, "Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment." The Final Exam for this class is May

16<sup>th</sup>, from 8:00-9:30.<sup>1</sup> The final will follow the same format as Exams 1-3 but will be cumulative for the class; you should look over the study guides for Exams 1-3, plus an extra guide for the Methods portion, to prepare for this test. The final may be partially based on previous exams, so you should look over these tests as well. This exam is worth 80 points.

No final exam will be given in advance of the exam time or date. Students should expect to take the final as scheduled, barring a verifiable emergency. If a student misses the exam, it is on the student to contact the instructor immediately to set up a makeup on May 22<sup>nd</sup>, the established makeup day.

Per University policy, “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” For a three-unit course, this means that students will spend 7.5 hours a week outside of class on class preparation and research.

### **Grading Information**

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A plus, 93-96% is an A, 90-92% is an A minus, 87-89% is a B plus, 83-86% is a B, 80-82% is a B minus, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Canvas will be used to record grades for the class, but you will note that the total grade percentage feature has been disabled; this is to minimize confusion over percentages as multiple assignments are completed.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

### **Final Exam Policy**

Per University Policy S17-1, all classes must have a culminating activity that finishes the class; if a sit-down final, it must be held during the scheduled date and time for the class, which for this class is May 16<sup>th</sup>, 2019 at 8:00 in our regular classroom. No final will be held before this scheduled time, and you should plan on taking the test at this time unless you have a verifiable emergency, or three or more scheduled finals in one day and you contact me no later than three weeks before the last day of class (May 13<sup>th</sup>). If you fall into one of these categories, a makeup exam is possible, on the scheduled makeup day of May 22<sup>nd</sup>. Please see the relevant policy at <http://www.sjsu.edu/senate/docs/S17-1.pdf> for more information.

### **Extra Credit Policy**

Note that per Academic Senate policy (<http://www.sjsu.edu/senate/docs/S09-7.pdf>), any extra credit opportunities must be extended to all students in the class; this means that individual appeals for extra credit may not be considered apart from the entire class. Students may not request individual extra assignments for additional credit.

There is currently one extra credit assignment for this course. In preparation for the research paper, students may take the Plagiarism Module on the King Library webpage at <https://libguides.sjsu.edu/plagiarism>, then take the test for class credit. You must pass with at least 10 out of the 12 questions correct on the test and

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<sup>1</sup> . Given that the final has the same format as Exams 1-3, 90 minutes is more than adequate for the test; so, the exam begins at 8 a.m.

then turn in a hard copy of the results to the instructor in order to gain ten extra credit points. The module must be completed by April 29<sup>th</sup>.

### **Classroom Protocol**

Students are expected to come prepared to class discussions and conduct themselves in a civil and respectful manner, particularly to their fellow students. With that in mind, students should avoid any colloquial language, characterizations, remarks or outright slurs that pertain to groups in the abstract or to their fellow students in particular. Any remarks made in ways that attack a student's personality or physical characteristics that have nothing to do with his or her actual points in a discussion will not be tolerated. Students may be asked to leave if this occurs.

Laptops may be used during class for the purpose of taking notes, but students are expected to stop typing and participate in discussions when they occur. Cell phones and pagers must be turned off for the duration of class. No texting is permitted during class for any reason. If a cell phone rings during class, the instructor reserves the right to answer it; if you are texting, the instructor reserves the right to ask you to leave the classroom.

Recordings of lectures for personal use outside of class is permitted, provided the instructor is consulted and approves such recording. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her.<sup>2</sup> You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. If you feel you may need to do this, please contact Dr. Pinnell and clear this with her at the start of the course.

### **Collaboration and Source Use Policy**

The University has a clear policy on Academic Integrity, but I feel that some issues need to be made more explicit within the body of this syllabus.

The following actions on papers could be considered plagiarism:

- 1) Copying words or passages of text from an in-class (lecture, discussion, slides, text or assigned reading) source without proper quotation and citation;
- 2) Using ideas, definitions or arguments from in-class sources, even if paraphrased or summarized, without proper citation;
- 3) Copying words or passages of text from sources outside of class (including electronic sources) without proper quotation and citation;
- 4) Using ideas, definitions or arguments sources outside of class, even if paraphrased or summarized, without proper citation.

Per the SJSU Academic Integrity Policy, you may not submit work done in another course, in whole or in part, for evaluation in this course without prior instructor approval. This includes your own writing for another course – that is actually a form of plagiarism as well as cheating.

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<sup>2</sup> . This also applies to recording other students. You may be requested to turn off recording devices during discussions involving students.

Unless the instructor explicitly approves collaboration with other students on work, such as a group assignment in class, you are not permitted to collaborate with other students to complete assignments or exams. Collaboration will never be approved of during exams or any part of the paper project; these are requirements that students must complete individually.

If there are issues with source use or possible cheating, it is the policy of SJSU for the instructor to have a face-to-face meeting with a student to clarify the issue and particulars before any decisions are made about possible sanctions. Serious infractions must be reported to the University per the Academic Integrity Policy for recording purposes, and possible administrative action.

To sum up – the University is serious about cheating and plagiarism, and so is your instructor. If you are concerned about how to cite and use sources, come to office hours, consult the Library sources on how to deal with these issues (<http://library.sjsu.edu/research-support/research>), or one of the writing centers for assistance.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Please peruse these policies at the link, which cover academic integrity, religious holidays and recording information in class. The guidelines for accommodations for disabilities are also included under the AEC link.

### **Disclaimer**

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

# Course Schedule

Dates for exams, discussions and paper are bolded

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28-2/6	<p><u>Topic 1: Introductory Concepts; The State</u></p> <p>Orvus, Chs. 1-2 (entire); Ch. 3 (62-66)</p> <p>Blyth, Hannah. "Scraping the Barrel: Oil-Dependent Venezuela in Free Fall," <u>Fragile States Index</u>, Fund for Peace Website, Fragile State Index site, 27 April 2018 (<a href="http://fundforpeace.org/fsi/2018/04/27/scraping-the-barrel-oil-dependent-venezuela-in-free-fall/">http://fundforpeace.org/fsi/2018/04/27/scraping-the-barrel-oil-dependent-venezuela-in-free-fall/</a>). (Use link for access.)</p> <p><b>In-Class Discussion on 2/6: What Makes a State "Fragile?"</b></p>
2	2/11-2/25	<p><u>Topics 2: Democratic Regimes, Institutions and Culture</u></p> <p>Orvus, Ch. 3 (69-75); Chs. 5-6 (entire)</p> <p><b>In-Class Discussion on 2/18: What is the Link Between Electoral and Party Systems?</b></p>
3	<b>2/27</b>	<b>Exam 1 – In Class</b>
3	3/4 – 3/11	<p><u>Topic 3: Non-Democratic Regimes and States</u></p> <p>Orvus, Ch. 3 (74-87); Ch. 8 (entire)</p> <p>Choose <u>one</u> of the following articles to read, depending on interest:</p> <p>Cheng, Li. "Structure: China's Party-State System," in <u>Chinese Politics in the Xi Jinping Era: Reassessing Collective Leadership</u>. Washington, DC: Brookings Institution Press, 2016, 41-76. ProQuest Ebook Central. (On Canvas)</p> <p>Chenoy, A.M. and R. Kumar. "The Presidency and Presidential Power," in <u>Re-Emerging Russia</u>. Singapore: Springer, 2017, 80-117. SpringerLink. (On Canvas)</p> <p><b>In-Class Discussion on 3/6: How Do Non-Democratic State Institutions Differ From Democratic Institutions?</b></p>
	<b>3/11</b>	<b>Topic Outline/Source List due in class as a hard copy; no upload</b>
4	3/13-3/20	<p><u>Topic 4: Revolutions and Regime Change</u></p> <p>Orvus, Ch. 7 (entire)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Chou, Mark. "Endogenous Breakdown: The Conditions and Characteristics of Democracies Which Self-Destruct," in <u>Theorizing Democracy: Why and How Democracies Fail</u>. UK: Palgrave Macmillan, 2013, 41-57. SpringerLink. (On Canvas)</p> <p>Diamond, Larry. "Consolidating Democracy," in <u>Developing Democracy: Toward Consolidation</u>. Baltimore, MD: Johns Hopkins University Press, 1999, 64-116. (On Canvas)</p> <p><b>In-Class Discussion on 3/20: When Does Democracy Fail?</b></p>
4	3/25-3/27	<p><u>Topic 5: Political Identity</u></p> <p>Orvus, Ch. 4</p> <p>Molnar, Virag. "Civil Society, Radicalism and the Rediscovery of Mythic Nationalism," <u>Nations and Nationalism</u> 22, no. 1 (2016): 165-185. (On Canvas)</p>
	<b>4/1-4/5</b>	<b>SPRING BREAK – NO CLASS</b>
5	4/8	<b>Exam 2 – In Class (please note the date!)</b>
5	4/10-5/1	<p><u>Topic 6: Political Economy and Public Policy</u></p> <p>Orvus, Ch. 10 (entire); Ch. 11 (entire); Ch. 12 (381-402 for welfare; 403-415 for environmental policy)</p> <p>Daguerre, Anne. "U.S. Social Policy in the 21<sup>st</sup> Century: The Difficulties of Comprehensive Social Reform," in <u>The Times, They Are Changing: Crisis and the Welfare State</u>, Greve, Bent ed. UK: John Wiley &amp; Sons, 2012, 59-77. (On Canvas)</p> <p>Kautto, Mikko. "The Nordic Countries," in <u>The Oxford Handbook of the Welfare State</u>, Castles, Francis G, Stephan Leibfried, Jane Lewis, Herbert Obinger and Christopher Pierson, eds.. New York, NY: Oxford University Press, 2010, 586-600. (On Canvas)</p> <p><b>In-Class Discussion on 4/15: What Should the Role of the State Be in the Economy?</b></p> <p><b>In-Class Discussion on 4/22: What is a "Welfare State?"</b></p>
6	<b>4/29</b>	<b>Paper Due as a hard copy in class, then uploaded to Canvas by 11:59 p.m.; if completing Plagiarism Module for extra credit, test results are due in class</b>
	<b>5/6</b>	<b>Exam 3</b>
6	5/8-5/13	<u>Topic 7: Research Methods in Comparative Politics; Conclusion</u>

Week	Date	Topics, Readings, Assignments, Deadlines
		Ragin, Charles C. "Case-Oriented Comparative Methods," in <u>The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies</u> . Oakland: University of California Press, 2014, 34-52. ProQuest Ebook Central. (On Canvas)
Final Exam	<b>5/16</b>	8:00-9:30 in DMH 160 (please note time!)

## Research Paper

The major project for this class will be a research paper that you will work on over the course of this semester, using a research topic you will select, conduct research on using electronic and written sources, and then compose a paper to be turned in near the end of the semester. This paper is meant to show both your knowledge of concepts of comparative politics, and your ability to independently apply them to specific countries in comparison.

### Topic For the Paper

The first task for this paper is to select a topic to work upon. Ten suggested topics are listed below, in question form:

- 1) Should we be concerned about the *strength* of states?
- 2) How are modern democratic states made accountable to their populations?
- 3) How important is the protection of *civil liberties* in democratic states?
- 4) How do *electoral systems* affect real representation in political systems?
- 5) Does *federalism* help in representing group interests in political systems?
- 6) How do nondemocratic states establish *legitimacy* to govern?
- 7) How do nondemocratic states use *political violence* to gain compliance?
- 8) Is the *political culture* of nondemocratic states different from democratic ones?
- 9) Is *nationalism* beneficial or detrimental to democratic regimes?
- 10) What factors are the most likely to cause transitional democracies to fail to consolidate?

Students who select a question must also select two countries that can be compared to answer the question. Obviously, country selection will depend on the topic as well as the ability to research it; you would have to select democratic for topics such as 2) or 3), for example. There is a list of electronic sources at the end of this handout that can get you started, but you should also start visiting King Library to find country-specific sources.

If you wish to do a paper on a different topic, this is possible. But the topic must be a question that concerns a major concept in comparative politics, and two country cases need to be proposed with the topic. Any topic different than the ones above needs to be run by the instructor by March 4<sup>th</sup> for approval. After this date, students must choose a topic from the list above.

### Outline/Source List

The first part of the paper to be submitted is a combination of outline and preliminary list of sources that you will be using to write the paper, worth 20 points of your course grade. This is due on March 11<sup>th</sup> as a hard copy in class, with the outline (either in essay or in points) covering the following areas:

- a) Definition of concepts in the question, and importance to comparative politics
- b) *Brief* introduction of the two countries (why you selected, background of political system)
- c) How the concepts of the question exist in these cases
- d) What you expect to find, using the two cases, to answer the question

You do not need a thesis at this point; that will become clear after you complete the research. The outline should be approximately two pages in total (~500 words max), with an additional page for the source list.

A preliminary list of at least five sources that are not class materials or lecture must be appended to the outline. These sources could be electronic or print, and you may change this list by the time you write the paper; this list demonstrates your progress on the paper. Electronic sources may be used for some of the research, but Wikipedia is not considered a reliable source; use on-line encyclopedias instead if you must. In-

depth information on countries will most likely mean a trip to the library for texts that are specific to the concept or the country cases. For that reason, do not wait to start working on this.

Please note that once the outline is submitted, a student cannot choose a different topic or new country cases after this point without instructor permission – if you do not get permission, you risk losing the equivalent of two letter grades on the final paper because of the switch. Make sure to choose a topic and cases you can work with.

Possible sources to get you started:

CIA World Factbook (good for country overviews, basic data:  
<https://www.cia.gov/library/publications/the-world-factbook/geos/vm.html>

Fund For Peace, Fragile States Index and Country Profiles (good for country overviews, particularly on issues of state-society relations: <http://fundforpeace.org/fsi/>

Freedom House (good for both country overviews and in-depth research on countries in various phases of political liberalization): <https://freedomhouse.org/>

Carnegie Endowment for International Peace (good for in-depth research and commentary on domestic and foreign policy, particularly regions of Europe, Asia, Eurasia and Middle East):  
<https://carnegieendowment.org/>

### Final Paper

On April 29<sup>th</sup>, you must submit a paper of 6-7 (1500-1750 words, excluding bibliography) that fully answers the points listed in the outline. This paper is worth up to 100 points if turned in as a hard copy on time, and uploaded to Canvas for a source check. Your paper must cover:

- a) Definition of concepts and importance to CP – approximately 1-2 pages
- b) *Brief* introduction of the two countries (why you selected, background of political system) – this should be no more than two pages max
- c) How the concepts of the question exist in these cases – this should be the longest section, with possibly up to three pages
- d) Analysis: What does the information of these two cases say about the answer to the question – this should be approximately 1-2 pages

You will need an introduction and a conclusion as well, with the thesis listed in the introduction, and a summary of your points at the start and end.

This paper will be graded in terms of content and writing, as outlined below.

#### Content (80 points)

This is the bulk of the paper grade and will focus on whether or not the paper answers questions a)-d), has a clear thesis and conclusion, and engages the sources in answering the question.

#### Writing (20 points)

This section considers grammatical and stylistic errors in the various parts of the proposal, as well as citations. Examples of deductions for writing errors could include the following:

- Lack of organization;
- Spelling and/or poor word choice;
- Verb tense and agreement errors;
- Run-on or fragment sentences;
- Paragraphs with multiple topics;
- Punctuation errors;
- Lack of thesis/introduction/conclusion;
- Lack of citations for sources.

Given that this is a lower-division class, students may use MLA, APA or other writing styles to write this paper, but it should be an established style and used consistently. APSA, Chicago/Turabian and APA are most commonly used in political science.

As this is the only paper for the class, your writing will be graded with this in mind. But students must follow the rules of citation and proper attribution for using sources on this assignment. This means citing for all facts not common knowledge and ideas not your own as well as any quoted material. All of this must be cited in the body of the paper where used; the bibliography must cover all written sources in full as well. Lecture and oral communications must be cited in the paper when used, but may not need to be cited in the bibliography.<sup>3</sup> To do otherwise is considered plagiarism. If you need assistance on citations, please see the research section of the King Library website at <https://library.sjsu.edu/research-support/research>.<sup>4</sup>

Students who misuse sources in the writing of this paper may face significant deductions in both the content and writing grades in the paper. The instructor will meet with any student that may face such penalties before the penalties may be assigned. No re-writes of papers will be permitted due to poor source use.

Students may not collaborate on this assignment; this is meant to be an individual effort by each student in terms of topic selection, selecting countries and composing the paper.

Per University policy, any penalties for plagiarism or other forms of cheating must be reported to Student Conduct for recording purposes, if not additional penalties.

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<sup>3</sup>. All sources must be cited, whether in your preliminary source list, any sources from the class material, or any sources added after the initial sources.

<sup>4</sup> And if you are still confused as to whether or not a source must be cited, contact the instructor before you hand in the paper.