

**San José State University**  
**Department of Political Science**  
**Pols 2. Introduction to Comparative Politics**  
**Class number: 48173**  
**Section: 1**  
**Fall 2018**

Instructor: Robert Ovetz, Ph.D.

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Office hours: Tuesdays & Thursdays, 8-8:40 am or Tuesdays & Thursdays 1:30-2:00 by prior appointment

Class day and time: Tuesday-Thursday, 10:30-11:45 am

Classroom: Dudley Moorhead Hall 149A

### **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. This course satisfies the Comparative Systems, Cultures and Environments general education requirement (D2).

This requirement was meant to ensure that students would learn how to compare and contrast the political systems of European and Latin American nation-states and multi-lateral institutions. We will both developed and developing countries with great variation in terms of the legacy of colonialism, political economy, and social movements. By the end of this course, students should be able to compare types of political systems as well as explain the effects of non-political factors on their political and economic development.

### **Political Science Learning Outcomes**

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

PSPLO 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.

PSPLO 2) Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.

PSPLO 3) Disciplinary methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.

PSPLO 4) 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.

PSPLO 5) 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 Environments). Upon successful completion of this course, students will be able to:

GELO 1) Place contemporary developments in cultural, historical, environmental and spatial contexts;

GELO 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;

GELO 3) Evaluate social science information, draw on different points of view, and formulate applications to appropriate to contemporary social issues;

GELO 4) Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. Students will satisfy these requirements through a combination of class discussion, exams, and written papers.

## Important Dates

Tuesday, 8/21—First day of class

Tuesday, 10/2—Compare & Contrast presentations begin

Thursday, 9/27—**Midterm exam** (take on-line between 12 am -11:59 pm)

Thursday, 11/22—No class (Thanksgiving day)

Thursday, 12/6—last class, **optional revised Compare & Contrast paper & self-evaluation** due

Wednesday, 12/12—**Final exam** (take on-line on Canvas between 12 am - 11:59 pm)

## Grading

Grading will be based on a combination of preparation for class including doing the readings **before** they are scheduled to be discussed, participation in the discussions, mid-term and final essay exams, and the short papers. The grade for participation includes participation in class and will be posted at the midterm. All grades will be found on the Canvas Gradesheet. It will be automatically calculated.

## Grading Scale

A+	96-100
A	93-95
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D	60-69
F	0-59

## Assignment

Participation (Semester Self-Evaluation)
Compare and Contrast paper
Compare and Contrast presentation
Midterm exam

## Percentage (100 total points each)

10
30
10
25

### Grade Checks

Please fill out the complete form with your current grade on the Canvas grade sheet in advance. Please plan ahead because I cannot complete a signed grade check the same day unless the form is complete or it is during office hours. They can be given to me at the beginning or end of class and during office hours.

### Student Evaluation/Grading Policies

- **No withdrawals (W) will be granted** except for verifiable medical reasons.
- 10 percent will be deducted for each week that an assignment is turned in late. A period of 7 days or less is consider 1 week.
- There are no make up, early, or late midterm exams. If you **miss** or are **later than 10 minutes** to the exam or **miss** an exam without a **demonstrable excuse** (medical, religious, or university related activities only) you will receive a 0. Missed final exams due to demonstrable medical, religious, or university related activities may be made up by arrangement.
- **No late arrivals** for the exams are allowed. If you arrive more than 10 minutes late you will not be allowed to take the exam and will receive a zero.

### Attendance and Participation Policy

Because the class is large and there is a participation grade it is imperative that you have a photo uploaded to the class page where you are listed as enrolled in the course. This will allow me to keep track of who contributed to class and on-line.

To earn full participation points you need to make a least 4 substantial contributions to class discussions. I will keep track of your contributions so it is essential that you have a photo on the class Canvas page. You may also ask a question or participate in group meetings. A “substantial contribution” is defined as doing more than just asking me to repeat something, making a random guess, making a comment clearly unrelated to the immediate line of discussion, or otherwise just taking up airtime to get your points. For example, making a connection to something being discussed, offering another perspective, questioning an assumption, making a connection to something in the readings, referencing a related item in history or the news, etc. will be considered a “substantial contribution.” To be sure you receive credit be sure to say your name after I call on you.

You are **strongly encouraged** to attend every class and to be on time and stay the entire class. You do not need my permission to be absent from class, arrive late or leave early. However, it is your responsibility to find our what you missed from your classmates either in class or by posting an email to the Canvas page before you return to class.

You **need to be in class to participate** in the small group and class discussions, make contributions, and ask questions. You are expected to come to class prepared by having **completed all the readings and articles prior to class**. If you have any questions about the readings it is preferable to ask them in class or during office hours. One of the best ways to participate in class—and learn—is to ask questions, and participate in the group and class discussions. Feel free to also use the class discussion list to ask questions.

The university attendance policy can be found at <http://www.sjsu.edu/senate/docs/F15-12.pdf>.

If you disrupt class by allowing your cell phone to ring, send text messages and carry on conversations with classmates **you will be requested to stop. Each time** you are asked to put away your phone you will automatically have **10 points deducted** from your final participation points. On the second request you may be asked to leave the class and report to the appropriate campus authority to discuss your disruptive behavior.

The class participation grade will be assessed by comments and questions during lectures and presentations. **Excessive absences** will significantly impact your participation grade.

### **Classroom Policy**

- **Please turn off and put away all electronic devices** (cell phones, audio recorders, headphones, etc). If you need to use your phone please leave the classroom and make your call in the hallway away from the door to the classroom. If you disrupt class by allowing your cell phone to ring, and send text messages you will be requested to stop and automatically have **10 points deducted** from your final participation points. Further disruptions, including repeated conversations with classmates, will result in the student being reported to the appropriate campus authority.
- **No electronic recordings or photographs** of any kind of the class are allowed except as an accommodation with campus documentation. University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.
- The posting of any electronic recordings, tapings or any other type of documentation of any aspect of this course on the internet is not allowed.
- Please keep your bag and purse **on the floor** not on your desk or lap.
- **Laptops are only allowed in class for note taking.** You must sit in the front two rows. Any use of your laptop for any other purpose than note taking will result in the discontinuation of its use and a **deduction of 10 participation points.**
- Please show respect for your classmates and instructor by refraining from interrupting someone who is speaking, engaging in side conversations in class and making disrespectful comments. You will receive only one warning.
- Please allow your classmates time to speak.
- **Any act of plagiarism will result in an automatic "F" for the assignment.**
- Please refrain from engaging in side conversations. If you have a question ask me in class or your neighbor before and after class.
- If you **take time** during class discussions, please **give time** in return to your classmates.
- Please raise your hand if you wish to speak.
- Please do not interrupt your classmates.
- Please speak respectfully about one another. It's ok to criticize ideas **but** not people.
- Any student who has special needs that may affect his or her performance in this class is asked to identify his or her needs to Dr. Ovetz in private by the end of the first day of class and provide documentation as soon as possible. Any resulting class performance problems that may arise for those who do not identify their needs will not receive any special grading considerations.
- Please dispose of your trash and recycling in the available campus containers.

### **Required Readings**

Required course readings can be found in the following assigned books and readings. You are expected to complete the readings **before** they are scheduled to be discussed.

The following books are required reading. You may purchase your own copy.

Markus Crepaz and Jurg Steiner, *European Democracies*, Pearson, 8 ed., 2012, ISBN-13: 9780205854783

Gavin O’Toole, *Politics Latin America*, Routledge, 2010, ISBN-13: 9781405821292

All the readings other than Crepaz and Steiner and O’Toole can be found in the reading packet available on the class Camino page.

**University Policies**

Per University Policy s16-9, university-wide policy information relevant to all courses, such as academic integrity, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information Page at <http://www.sjsu.edu/gup/syllabusinfo/>

**Course Outline**

\*Note: Complete all the readings for each topic before we begin the topic.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Textbooks</b>	<b>Reading Packet</b>
Week 1	8/21	Comparative Politics		
Week 1	8/23	Governance Systems	Crepaz and Steiner: Ch. 1.; O’Toole: Ch. 1, 2, and 3	
Week 2	8/28 & 8/30	European Colonialism in Latin America	O’Toole: Ch. 4 and 5	Galeano, Ch. 1 and 2; and Sankey
Week 3	9/4 & 9/6	Political Economy	Crepaz and Steiner: Ch. 9 and 10; O’Toole: Ch. 15, 16, 17	Reuss, Parts 1 & 2; Mitchell & Fazi; and Weisbrot, Ch. 5
Week 4	9/11 & 9/13	Political Economy		
Week 5	9/18 & 9/20	Executive branch	Crepaz and Steiner: Ch. 4 and 6; O’Toole: Ch. 6	Farthing; Finn
Week 6	9/25 & 9/27	Executive branch		

Week 6	Thursday, 9/27 (take on-line between 12 am -11:59 pm)	Midterm exam		
Week 7	10/2 & 10/4	Legislative Branch	Crepaz and Steiner: Ch. 3; O'Toole: Ch. 7	Beggs
Week 8	10/9 & 10/11	Legislative Branch		
Week 9	10/16 & 10/18	Judicial branch	Crepaz and Steiner: Ch. 5	
Week 10	10/23 & 10/25	Judicial branch		
Week 11	10/30 & 11/1	Parties & Elections	Crepaz and Steiner: Ch. 2	Fernandes; Comelli & Horváth
Week 12	11/6 & 11/8	Parties & Elections		
Week 13	11/13 & 11/15	Multi-lateral Organizations	Crepaz and Steiner: Ch. 7, 14, and 15; O'Toole: Ch. 10 and 12	Ackerman
Week 14	11/20	Multi-lateral Organizations		
Week 15	11/27 & 11/29	Social Movements	Crepaz and Steiner: Ch. 8; O'Toole: Ch. 8, 9, 13 and 14	European Convention on Human Rights; Diem 25; Zibechi; and Achtenberg
Week 16	12/4 & 12/6	Social Movements		
	Wednesday 12/12, take on-line 12 am-11:59 pm	Final exam		

### Course Requirements

The required assignments will test your knowledge and ability to apply and assess principles and

concepts of representative democracy and compare and contrast how it functions in European and Latin American democracies.

The final exam and the Compare and Contrast Paper are the culminating activities for this course.

### **Semester Self-Evaluation**

On the last class day please turn in a typed and stapled statement describing your participation in the class. Include a small photo of yourself on the same page. There are several important ways to participate in this class. One page maximum.

Among the forms of participation acceptable for the class are:

- in-class questions and contributions to the class discussions (be sure to note which topics discussed and the days)
- contributions to small group discussions (be sure to note which topic your small group was asked to discuss and the days)
- meeting me at office hours with topical class questions (be sure to note the date and time)
- going to the tutoring or writing center for this class (include name of tutor, date, time, and topics discussed)
- study groups (name the other students and the date, time, and topics studied)
- civic and political involvement (for example: participating student government, attending & participating in campus or community political groups, interning for local official, etc.)
- you **may not** count reading the textbook, studying on your own, and completing the paper assignment

### Grading Criteria for Class Participation

Substantial contributions in the class during either lectures or presentations.

0%	no substantial contributions
0-60%	1 substantial contribution
60-70%	2 substantial contributions
70-80%	3 substantial contributions
80-100%	4 or more substantial contributions

### **Exams**

There will be a mid-term and final exam. Both exams are taken on-line and are multiple choice are based on the assigned readings and class lecture and discussion. The questions will address concepts, terminology, and important events in political history covered in class and the readings. In order to prepare for the exams I strongly encourage you to form study groups, visit me during office hours, and use campus tutoring resources.

There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.

Please note that I do not do in or out of class exam reviews. You should find fellow students or a tutor to do them with. I can help you find the answer to questions that you have tried to answer.

### **Compare and Contrast Paper & Presentation**

Students will write a maximum 2,000 word (not including bibliography and illustrations) research paper applying a concept from the readings to compare how a contemporary issue has played out in one

European and one Latin American country or the European Union covered in the books. The draft paper will be presented to the class on the day chosen by the student. Each student will turn in a copy of the draft paper to me at the beginning of the presentation. After the graded draft is returned students have a choice of whether to keep the paper grade or to revise the paper and turn it in on the last class day.

Students will sign up to make an under 6 minute verbal presentation of their paper. Students will sign up for a presentation day and time. When signing up for two countries be sure not to select the same two countries as another student. No country should be selected more than twice. Then indicate your topic (be as specific as possible). **Topics should not be duplicated. Countries duplicated more than twice or repeated topics will receive a grade of 0 and have to be rewritten.**

Among the recent topics you may choose (but are not limited to) are:

- a recent election within the past 12 months
- political crisis within the past year
- political party
- an ongoing environmental, civil rights, or human rights issue
- social movement
- constitutional issue
- neoliberalism
- social democracy
- far right
- refugee crisis
- national security crisis
- trade dispute
- neoliberal policy

Details about the **written** Compare and Contrast paper should include:

- briefly provide specific detailed background about the issue
- briefly explain how the issue was addressed differently or similarly in your European and Latin American countries. Be specific about which branch of government & agency made the policy and/or law that addressed the issue, the policy or law making process, and details about the outcome.
- what did you learn about how the two countries system function
- provide an explanation for the different or similiar outcomes
- provide as many specific details as possible
- provide a minimum of five references in APA. You must have at least one of each of the 3 kinds of citations (popular, academic, and trade/government)
- provide at least one reference to each of the assigned books.
- in text cites in the body of the paper: (last name of author or name of publication, year published)
- type in 2 x space and 12 pt font with at least .5 page margins
- include your name, date, name of the assignment, and page numbers
- do not use a cover page
- proofread and spell check for syntax, grammar, run-on sentences & paragraphs, punctuation, spaces, capitalization and spelling before turning in
- clear thesis, introductory paragraph, and well developed paragraphs. Follow the OWL guides on Canvas for writing a thesis. The thesis should be either the argumentative or analytical style. Do not use the descriptive (or expository) style.
- unstapled papers will not be accepted
- maximum 2,000 words not including the bibliography (do not put on separate page if there is space)

- Stapled “Compare and Contrast Paper & Presentation Grade Sheet” to the end of the paper
- the typed compare and contrast is due when you begin your presentation. If you need a copy to do your presentation you’ll need to bring two copies.
- if the typed compare and contrast is not ready to be turned in on the day of the presentation the student may make the verbal presentation and turn in the typed compare and contrast with a late penalty

Grading criteria for Compare and Contrast **paper** will be the following:

- 10% specific detailed background on the issue
- 30% explanation how the issue was addressed in both of your countries with specific details about which branch of government addressed the issue, the process, and the outcome
- 30% what you learned about how the two country’s system functions differently or similiarly
- 10% appropriate use of in text citations
- 10% at least one APA reference for each book and at least five full APA citations, one each of the 3 kinds of citations (popular, academic, and trade/government)
- 10% proper formatting according to the details listed above under “Details about your compare and contrast papers”

Grading criteria for Compare and Contrast verbal **presentation** will be the following:

- 10% copy of paper handed in at the beginning of the presentation
- 10% presentation did not exceed six minutes
- 15% brief specific detailed background on the issue
- 20% brief explanation how the issue was addressed in both of your countries
- 20% brief details about which part of the governments addressed the issue, the process, and the outcome
- 25% what you learned about how the two country’s system functions differently or similiarly

Reading verbatim from your paper, exceeding the time limit, and being unable to answer questions will result in a significant reduction in your grade.

A missed verbal presentation due to an unexcused absence cannot be made up or rescheduled and will result in a grade of 0.

### **About Sources and References**

Sources used for your papers should include credible and reliable academic, popular, trade, and government sources. Please use the free library databases that you will learn about in our visit to the library.

There are 3 types of acceptable sources that may be obtained through the library print and database sources. The 3 types of sources are:

1. academic: books, encyclopedias (do not use Britannica or Fund and Wagnals), journal articles
2. popular: newspapers, newsmagazines, documentary films, TV/radio news
3. trade: publications specific to an industry or non-profit sector, and governments reports

Do not cite commercial non-news sources, personal websites, blogs, editorials, unpublished college papers, commercial web sites, Youtube videos, or open source wikis.

Valuable reference sources for this assignment:

- World Bank databank <http://databank.worldbank.org/data/home.aspx>
- IDEA database <http://www.idea.int/resources/databases.cfm#gdb>
- E-International Relations, [www.e-ir.info](http://www.e-ir.info)
- Political Database of the Americas, <http://pdba.georgetown.edu/>
- International Foundation for Electoral Systems, <http://www.ifes.org/>

When citing sources in your paper and in the bibliography:

1. Obtain your outside sources only from the library databases
2. Use either in text citations **and** a list of references **or** include your full citation in the footnotes
3. When using in text citations the cite should appear as follows: TEXT (last name/name of publication, year).
4. If footnotes are used use the “insert footnote” function in your word processing program. Please do not insert them manually. Be sure to provide the complete reference the first time each reference appears in the footnotes.
5. If you use a list of references put your full citations in alphabetical order. Do not use bullets or numbers for your sources
6. Write complete citations according to the APA style guides on Canvas
7. Cite the URL only if you got the source from the publication’s own database. If you obtained it from the library database do not cite the database URL
8. Write in 12 pt font and 2 line spacing and staple to the paper

For help writing your citations see the resources in the Writing Guides folder under the Files tab on the class Canvas page.

The staff librarian for political science is available for assistance with this paper and has additional research and writing guides resources on his webpage: <http://libguides.sjsu.edu/politicalscience>

You may also go to SJSU library webpage and databases for political science, <http://libguides.sjsu.edu/az.php?s=47559>

### **Grammar and Proofreading**

You will be graded for grammar, punctuation and style to the extent that it reduces your ability to express your research and analysis clearly. While grammar, punctuation and style are not the most significant part of the grade you will receive, it does affect your ability to communicate your ideas and analysis clearly and effectively. If you have any issues concerning your language skills you wish to discuss with me please visit me during office hours.

The Writing Center offers many great workshops on different parts of the writing process. Sign up here: <http://www.sjsu.edu/writingcenter/workshops/>

I strongly encourage you to use the Lib Guide cited above and the short guides to writing research papers at <http://owl.english.purdue.edu/sitemap/>

I do not proofread student papers before they are turned in. I can help you with limited specific selections of text. For help I encourage you to go to the campus writing center for help with your writing and the campus reference librarians for help with research and citations.

### **Tutoring and Research Support**

I encourage you to take advantage of the on campus tutoring and the research librarians for assistance.

I do not proofread student papers before they are turned in. I can help you with limited specific selections of text. For help I encourage you to go to the campus writing center for help with your writing and the campus reference librarians for help with research and citations.

## Student Pledge

\*Please read, print your name on the blank line, sign and date it at the bottom, and turn in the following pledge sheet by the end of the 3<sup>rd</sup> week of class.

I, \_\_\_\_\_, have read this entire syllabus outside of class and understand what is expected of me this semester in this class. If I have any questions about what is contained in this syllabus I promise that I will first refer to this syllabus to find the answer, and if I am unable to find it, will either ask a question at the beginning of class, post my questions to the class discussion list, or visit Dr. Ovetz during office hours to discuss it.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date