

San José State University
Department of Political Science
Pols 2: Introduction to Comparative Politics, Online Section

Course and Contact Information

Instructor:	Dr. Sergio Béjar-López
Office Location:	Clark 402C
Telephone:	(408) 924-8330 (During Office Hours only)
Email:	Sergio.Bejar@sjsu.edu (preferred method of contact)
Office Hours:	TTh 9:00 – 10:00 AM (Virtual)
GE/SJSU Studies Category:	D2

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 is an Online Education course. All assignments and exams will be conducted over the Internet. Students are responsible for their own access to the Internet and computer resources.

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

- 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:

- 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 satisfy these requirements through a combination of threaded discussions, online quizzes, and exams.

Required Texts

- 1) David Samuels, Comparative Politics, Pearson, 2013

You can purchase the required textbook either at the SJSU bookstore or online.

The rest of the assigned readings will be available on Canvas.

Expectations & Course Activities

Success in this class will depend upon your ability to: (1) think critically; (2) read and write University-level English prose; (3) master important facts about the history and politics of various countries; (4) work both independently and collaboratively in a group setting.

I expect students to:

- read this syllabus carefully,
- check your email each day,
- log on to the class web site a minimum of four times each week,
- read all of the assigned materials; recommended readings are for enrichment learning and are not assigned,
- submit all Threaded Discussion postings on or before deadline,
- submit the online quizzes, and
- complete two midterm exams and one final exam.

If you anticipate an unavoidable absence from class, please email me and request alternative assignments. Otherwise, I will penalize late assignments. In any case, please do not enroll in an online course if you know that you are going to be away from your Internet access for more than 5 or 6 days during the length of the course.

Please note that students are responsible for their own Internet access and computing resources. A loss of connectivity is not an excuse for late assignments. Some Internet service providers (ISPs), such as America Online, are notorious for inferior, unreliable service. In previous semesters, students have lost Internet connectivity in the middle of exams. Students who wait until the last possible moment to submit an assignment also run the risk of an unanticipated service disruption that prevents timely submission.

Course Requirements

Grades in the course will be based on the following items:

1. 2 Midterm exams (20% each)
2. 1 Final exam (30%)
3. Quizzes (15%)
4. Participation in discussion boards (15%)

Two Midterm Exams (20% each)

The date of the exams will be announced ahead of time.

Cumulative Final Exam (30%)

The cumulative final exam will take place during the final exams week.

Quizzes (15%)

Each Saturday you will take one or more "Fifteen-Minute Quizzes," so-called because you have fifteen minutes to answer ten multiple-choice questions from a particular chapter. These are "open book" quizzes. Your quiz scores will be penalized by one point for each minute you take over the fifteen-minute maximum. These are "open book"

quizzes. You may only take each quiz one time. Quizzes are available from 6:00 a.m. to 10:00 p.m. Pacific Time Zone.

Threaded Discussion (15%)

Because of the nature of this course, I have found that punctual postings and responses are critical to both the success of the course and the success of individual students. It is impossible for me to read and respond to several hundred messages and assignments in the last week of class. Therefore I have created a grading policy that rewards both the quality and timeliness of your responses and assignments.

Your postings should be well written and clearly address the issues being discussed. I expect each writing assignment to have: (1) A clear introduction that addresses directly the question posed by the instructor; (2) A body of factual examples that support your thesis; these examples may be drawn from either the assigned readings or footnoted sources researched independently by the student; (3) Appropriate source citations; plagiarized threads will be penalized. (4) A succinct concluding paragraph. Your responses must be posted each **Thursday** by **noon PST**. Late posts will receive a “0”.

If I have some concerns or comments about your thread, I will post a response. My comments are intended to help you improve your threads. If you respond to my comments, you may earn additional points. In order to earn a perfect score, you generally have to post an excellent thread the first time around and by the assigned deadline. In addition, you must respond to the threads of at least two other students by the following **Monday** at **noon PST**.

Grading and Written Work Policies

A+ = 97-100%; A = 93-96.9%; A- = 90-92.9%
B+ = 87-89.9%; B = 83-86.9%; B- = 80-82.9%
C+ = 77-79.9%; C = 73-76.9%; C- = 70-72.9%
D+ = 67-69.9%; D = 63-66.9%; D- = 60-62.9%
F = 59.99% - 0%

Policy on Submitting Written Work in this Course

I expect my students to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this.

Announcements

Announcements will be posted in CANVAS on a regular basis. They will appear on your CANVAS dashboard when you log in and/or will be sent to you directly through your preferred method of notification from CANVAS. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

Email

In this course we will use the CONVERSATIONS feature on the help corner (located in navigation links) to send email for private messages. You can either check your messages in the CANVAS system or set your notifications to your preferred method of contact. Please check your messages regularly.

Discussion Forums

Discussion Forums are a way for you to engage with each other about the course content. Each lesson module will have a question that links to a forum. You can also access each forum by clicking on the DISCUSSIONS button in the course navigation links. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the question and respond to two of your classmates' answers.

Netiquette

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, netiquette. You can read more about the rules of netiquette at <http://www.albion.com/netiquette/index.html>.

Late Work

Late work will not be accepted. Assignments will not be available after the deadline. If you have an extenuating circumstance, please contact me by private message before the assignment is due to make alternate arrangements.

Drop Disclaimer

All information in this syllabus may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

Course Schedule

Week	Topics and Readings
January 25	Introduction
Jan 29-Feb 4	What is Comparative Politics? 1. Samuels, Chapter 1
Feb 5- 11	The State 1. Samuels, Chapter 2: 28-38; 39-57. 2. Tilly, Charles. 1985. "War Making as Organized Crime" in Peter Evans et al, <i>Bringing the State Back In</i> , pp. 169-91. 3. Newspaper article on Somalia: "As Somali Crisis Swells, Experts See a Void in Aid." November 20, 2007 (by Jeffrey Gettleman). 4. Ross, Michael. 2008. "Blood Barrels: Why Oil Wealth Fuels Conflict." <i>Foreign Affairs</i> (May/June): 2-8.
Feb 12-18	Political Violence 1. Samuels, Chapter 10. 2. Newspaper article on Somalia: "As Somali Crisis Swells, Experts See a Void in Aid." November 20, 2007 (by Jeffrey Gettleman).
Feb 19- 25	Regime Types : Democracies & Non-Democracies 1. Samuels, Chapter 3: 58-65. 2. Dahl Robert. 1971. <i>Polyarchy: Participation and Opposition</i> . New Haven: Yale University Press, Chapter 1. 3. Samuels, Chapter 4.
Feb 26- March 4	Cultural Determinants of Regime Type I 1. Samuels, Chapter 5: 123-25. 2. Samuels, Chapter 6: 153-161. 3. Zakaria, Fareed. 1994. "A Conversation with Lee Kuan Yew." <i>Foreign Affairs</i> (March/April): 109-126. 4. Samuels, Chapter 7
March 5-11	Regime Change I 1. Samuels, Chapter 5: 125-146 2. Bueno de Mesquita, Bruce and George Downs. 2005. "Development and Democracy." <i>Foreign Affairs</i> 3. Goldstone, Jack. 2011. "Understanding the Revolutions of 2011." <i>Foreign</i>

Week	Topics and Readings
	<p data-bbox="586 268 829 296">Affairs 90(3): 8-16</p> <p data-bbox="537 331 773 363"><u>Midterm Exam 1</u></p>
March 12-18	<p data-bbox="488 415 1057 447">Political Participation/Parties & Elections</p> <ol data-bbox="537 457 1495 621" style="list-style-type: none"> <li data-bbox="537 457 927 489">1. Samuels, Chapter 3: 79-87. <li data-bbox="537 499 959 531">2. Samuels, Chapter 9: 246-253. <li data-bbox="537 541 1495 621">3. Aldrich, John. 1995. <i>Why Parties?</i> Chicago: Chicago University Press. Chapter 1.
March 19-25	<p data-bbox="488 667 959 699">Political Clientelism/Ethnic Voting</p> <ol data-bbox="537 709 1511 909" style="list-style-type: none"> <li data-bbox="537 709 1511 783">1. Auyero, Javier. 2000. "The Logic of Clientelism in Argentina. An Ethnographic Account." <i>Latin American Research Review</i> 35(3): 55-81. <li data-bbox="537 793 1511 909">2. Posner, Daniel N. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." <i>American Political Science Review</i>, 98(4): 529-545.
April 2-8	<p data-bbox="488 955 1105 987">Parliamentary & Parliamentary Democracies</p> <ol data-bbox="537 997 1528 1245" style="list-style-type: none"> <li data-bbox="537 997 1528 1119">1. Samuels, Chapter 3: 66-67 ("Madison's Dilemma"), 69-79 ("Executive-Legislative Relations", "Judicial Review versus Parliamentary Supremacy"), and 88-89 ("Conclusion"). <li data-bbox="537 1129 1528 1245">2. Mainwaring, Scott. 1993. "Presidentialism, Multipartyism, and Democracy: The Difficult Combination." <i>Comparative Political Studies</i> 26(2): 198-228.
April 9-15	<p data-bbox="488 1291 992 1323">Constitutional Design and Democracy</p> <ol data-bbox="537 1333 1463 1497" style="list-style-type: none"> <li data-bbox="537 1333 1446 1365">1. Samuels, Chapter 3: 67-69 ("Unitary versus Federal Constitutions") <li data-bbox="537 1375 1463 1449">2. Stepan, Alfred. 1999. "Federalism and Democracy: Beyond the U.S. Model." <i>Journal of Democracy</i> 8(1): 27-42. <li data-bbox="537 1459 651 1491">3. TBD
April 16-22	<p data-bbox="488 1606 1203 1638">Accountability, Representation, and the Rule of Law</p> <ol data-bbox="537 1659 1544 1837" style="list-style-type: none"> <li data-bbox="537 1659 1544 1732">1. Ferraz, Claudio, and Fred Finan. 2011. <i>Exposing Corrupt Politicians</i>. J-Pal Policy Briefcase. <li data-bbox="537 1743 1544 1837">2. O'Donnell, Guillermo. 1993. "On the state, democratization and some conceptual problems: A Latin American View." <i>World Development</i> 21(8): 1355-69.

Week	Topics and Readings
	<u>Midterm Exam 2</u>
April 23-29	Economic Development I <ol style="list-style-type: none"> 1. Samuels, Chapter 11. 2. Siegel, J., M. Weinstein and M. Halpenn. 2004. "Why Democracies Excel." <i>Foreign Affairs</i> (Sept/Oct) 83(5): 57-71. 3. Przeworski, A., and F. Limongi. 1993. "Political Regimes and Economic Growth." <i>Journal of Economic Perspectives</i> 7(3): 51-69.
April 30-May 6	Political Economy of Redistribution <ol style="list-style-type: none"> 1. Samuels, Chapter 12
May 7-May 12	Globalization I <ol style="list-style-type: none"> 1. Samuels, Chapter 13
Final Exam	Location: ONLINE EXAM