

POLS 2200: INTRO TO COMPARATIVE POLITICS
Salt Lake Community College

Professor:
Office:
Office Hours:

E-mail:
Class Day & Time:
Classroom:

COURSE DESCRIPTION & LEARNING OUTCOMES

This course is an introduction to comparative politics - the study and comparison of political power, institutions, culture, and interaction within and across countries. The course is divided into two parts. In part one, we will explore what is comparative politics, the comparative method, and six major themes in the subfield: nation, state, identity, institutions, democracy, and political economy. In the second part of the course, applying the knowledge obtained in part one, we will engage in selective and structured comparisons in order to find and explain patterns of variation in interests, ideas, and institutions, and how such variations shape political behavior, policy, and actions. While our focus will be on country cases of Britain, France, Germany, Japan, Russia, India, Mexico, Nigeria, and Iran, students are encouraged to incorporate and explore other countries of interest in class discussion and other assignments. This approach not only enables us to learn similarities and differences across countries, but also come into contact with cultural and political contexts other than our own.

Upon successful completion of the course, students will:

- Be able to apply the comparative method to explain political phenomena across different contexts.
- Acquire lasting understanding of major themes in comparative politics.
- Be able to construct original arguments about variation in behavior, policy, and actions across countries.
- Attain proficiency about a major comparative politics theme within a specific country or across small set of countries.

REQUIRED READINGS

The following textbook is required for the course and is available online:

***Countries and Concepts: Politics, Geography, Culture, (13th edition),* by
Michael G. Roskin**

You are required to do the assigned readings before coming to class, so you are able to participate in class discussions and activities.

Moreover, you are encouraged to read news sources such as the *New York Times*, *Financial Times*, *Economist* in order to connect with themes and concepts we are discussing in class.

GRADING AND ASSIGNMENTS

Your final grade for the course will be calculated as follows:

Attendance and Participation Responses (10x2%)	20%	15% Critical Reading
Comparative Analysis Papers (2x20%)		40%
Student Group Presentation		20%
E Portfolio		5%

A 100-93	A- 92-90	B+ 89-87	B 86-83	B- 82-80	C+ 79-77
C 76-73	C- 72-70	D+ 69-67	D 66-63	D- 62-60	E Below 60

Attendance and Participation (15%)

To get the full points for this part of your grade, you must come to class regularly (5%), do the readings, and actively participate in class discussions and debates by sharing what you are learning, ideas, and opinions (10%). Evaluation criteria for grade can be found in the rubric at the end of the syllabus.

Critical Reading Responses (20%)

Throughout the semester, I will post (on Canvas) reading and course related questions for you to respond critically. An excellent response engages critically with the questions or theme under study and offers a clear thought and argument using sound logic and reason. Moreover, it supports the argument with clear evidence or examples. The length of the response is less important than the student's ability to demonstrate deeper levels of understanding of the theme under study and making a clear argument. There will be ten opportunities to respond throughout the semester, each worth 2%, for a total of 20% of your final grade. I will post response questions every Friday (one day after class) and they will due at 5:30pm on Thursday (class day). Evaluation criteria for your critical reading response can be found in the rubric at the end of the syllabus.

Comparative Analysis Papers (40%)

Throughout the course you will write two comparative analysis papers. Each paper needs to be 4-6 pages long (double space). Your first paper will compare a component of a major theme across two developed democracies, such as Britain and France, or Germany and Japan. Your second paper will compare a component of a major theme across two developing countries such as India and Mexico, or Nigeria and Iran. More information about potential topics within the broader themes and details about expectations and format of these papers will be provided in the first two course sessions. Each paper is worth 20% of your final grade for a total of 40%. Evaluation criteria for your comparative analysis paper can be found in the rubric at the end of the syllabus.

Group Presentation (20%)

Using the skills acquired during semester, your group (3-4 students) will prepare and deliver a cross-case or case study (excluding countries covered in class) presentation on a major theme in the subfield. For example, if you are interested in identity politics, you might present on a topic of integration of immigrants in two different countries: Canada and Netherlands. Some questions that might drive your research for the presentation include: Why is the Canadian model of integration more accommodationist than the Dutch model? Are immigrants in Canada better off economically than immigrants in

Netherlands? Or, if you are interested in exploring the theme of democracy, say in Turkey, you might present and discuss the history of democracy in the country, the question of how democratic is the Turkish political system, the biggest challenges to Turkish democracy, and how does the future of democracy in Turkey look like. Each presentation will be around 20-30 minutes long (about 5 to 10

minutes per students) and will be followed by a Q&A session. Presentations are worth 20% of the final grade. While the presentation will be graded as a group project, individual contributions will also have a substantial weight on the personal grade. To that end, right after your group presentation, you will have the opportunity to evaluate your group peers for their contribution to the project (using the form I will e-mail you). Once you e-mail the form back to me, I will incorporate that into students' individual grades. We will build groups in the second week of the course. Group presentations will be delivered during the last two class sessions. Evaluation criteria for your presentation can be found in the rubric at the end of the syllabus.

E Portfolio (5%)

For this assignment, you need to do the following. **First**, create your own e-portfolio page if you do not have one already. Visit www.eportresource.weebly.com if you need help with creating one. **Second**, you must upload one of your comparative analysis papers into the E-Portfolio. In addition, you must also write a two-paragraph long reflection piece --- reflecting on the course work completed in this class. **Third**, you must submit your E Portfolio link (website URL) as assignment submission in the course canvas page. The E-Portfolio is due on **the last day of class** and must be submitted in canvas. NO LATE submissions are accepted. For any help with E-Portfolio you MUST contact the SLCC e-portfolio staff using the link above.

IMPORTANT INFORMATION FOR STUDENTS

The Disability Resource Center

SLCC values inclusive learning environment and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center: (phone) 801-957-4659; (email) drc@slcc.edu; (website) www.slcc.edu/drc.

The Student Code of Conduct

All students are expected to follow the [SLCC Student Code of Conduct](#).

Title IX Statement

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

Online Reporting Form: <http://www.slcc.edu/title-ix/complaint.aspx>

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and

Counseling, (801) 957-4268. For more information about Title IX, go to:

<http://www.slcc.edu/title-ix/index.aspx>

General Education

Regardless of your major, [General Education](#) courses build a foundation of broad knowledge and skills that help you in your further career and life.

Learning Support and Tutoring Services

General Learning Support & Tutoring Services provide support for SLCC students enrolled in any class at the College. All resources are provided free-of-charge. Ask your instructor about discipline-specific learning support and tutoring services.

- [Tutoring](#): index of all tutoring resources.
- [STEM Learning Centers](#): provide free assistance in Math, Science, Accounting, CSIS and Allied Health Classes at 6 campus locations.
- [Student Writing Center](#): provides in-person and online feedback on all writing assignments.
- [Academic Literacy Center](#): provides tutoring in reading and conversation.
- [Library Services](#): provides research help, print and online resources, computers and study space.
- [ePortfolio Lab](#): provides drop-in assistance for all ePortfolio questions.
- [eLearning Support](#): provides support for navigating online and hybrid classes.
- [Business Resource and Innovation Center](#): provides tutors and a study space for students in Business and CSIS courses. Located in BB 226 on TaylorsvilleRedwood Campus.

Advising and Counseling Support Services

Advising and Counseling Support Services provide support for students enrolled in any class at the college.

- [Center for Health and Counseling](#): provides health care, mental health counseling, massage therapy services and healthy lifestyle programs.
- [Veterans' Services](#): assists hundreds of students in using their VA education benefits each semester.
- [Academic and Career Advising](#): helps students plan, explore, make decisions, access resources and evaluate their academic and career goals.
- [Academic Achievement Center](#): helps students achieve GPA requirements for graduation.

Student Responsibilities

All students are expected to maintain professional behavior in the classroom. While diverse opinions are encouraged, verbal harassment and acts of egotism are not. Out of respect for classmates, treat each other with respect and dignity.

Laptops and smart devices will be allowed for note taking and other class related functions. However, please be considerate of students around you by not creating opportunities or moments of distraction. Cell phones must be turned off or silenced, and kept out of sight.

CLASS SCHEDULE & READING ASSIGNMENTS

SCHEDULE

Week 1: Introduction

Welcome to Class

Read: Critical Thinking

Watch Video: What is Critical Thinking?

Complete: Intro to Class

Week 2: Why Study Comparative Politics

Read: Chapter 1: Why Study Comparative Politics

Read: Article: The Study of Comparative Politics and its Evolution and Features

Complete: WRS 1

Watch: The Origins of Israel-Palestine Conflict Part 1

<https://www.youtube.com/watch?v=fGH94HoSJ2s&t=6s>

Watch: The Origins of Israel-Palestine Conflict Part 2

https://www.youtube.com/watch?v=pjtQ4Jmxh_8

Complete: Critical Thinking 1

Week 3: How to Study Comparative Politics (Part 1)

Read: Chapter 2: How to Study Comparative Politics Using Comparative Methods

Read: The Comparative Method

Complete: WRS 2

Watch: Political Science Methods <https://www.youtube.com/watch?v=MG0JdSQsMOI>

Watch: Scientific Method in Comparative Politics

<https://www.youtube.com/watch?v=9duJchhAWIQ>

Complete: CTR 2

Week 4: How to Study Comparative Politics (Part 2)

Read: Article: Applicability of MSSD and MDSD

Read: MSSD and MDSD Explained

Complete: WRS 3

Watch: Ethnicity in Afghanistan https://www.youtube.com/watch?v=UCVII6_9jz8

Complete: CTR 3

Complete: Quiz #1

Week 5: States and Regimes

Read: Chapter 3: State and Regimes

Read: Article: Kurds' Long Struggle with Statelessness

Complete: WRS 4

Watch: States v. Nations <https://www.youtube.com/watch?v=vWJVnsMd0MU>

Watch: Regime Change in Pakistan <https://www.youtube.com/watch?v=ua5bjbCGbwg>

Complete: CTR 4

Week 6: Democracies and Democratization

Read: Chapter 4: Democracies and Democratization

Complete: WRS 5

Watch: The Rise of Democracies <https://www.youtube.com/watch?v=BSeGF4UjRIw>

Watch: African Politics <https://www.youtube.com/watch?v=rWQJFUgi3O0>

Complete: CTR 5

Week 7: Non-Democracies and Democratic Backsliding

Read: Chapter 5: Non-Democracies and Democratic Backsliding

Complete: WRS 6

Watch: Why is Democratic Backsliding Accelerating?

<https://www.youtube.com/watch?v=LKKW5KAM7KE>

Complete: CTR 6

Week 8: Political Identity (Part 1)

Read: Chapter 6: Political Identity: Culture, Race, and Ethnicity

Complete: WRS 7

Watch: Bosnia and Herzegovina: An Ethnically Divided Country

https://www.youtube.com/watch?v=IHSO0RQFRe8&embeds_referring_euri=https%3A%2F%2Fslcc.instructure.com%2Fcourses%2F999526%2Fpages%2Fweek-8-watch%3Fmodule_item_id%3D24748165&source_ve_path=MjM4NTE

Complete: CTR 7

Week 9: Political Identity (Part 2)

Read: Chapter 7: Political Identity: Nationalism, Religion, and Class

Complete: WRS 8

Watch: France, Islam, and Secularism <https://www.youtube.com/watch?v=fQJUaYQN4os>

Watch: Who are the Kurds? What Do They Want?

<https://www.youtube.com/watch?v=IZB9HqoHaaU>

Complete: CTR 8

Complete: Quiz #2

Submit: Comparative Paper #1

Week 10: Break

Week 11: Political Economy

Read: Chapter 8: Political Economy

Read: Article: The Resource Curse

Complete: WRS 9

Watch: Why Are Some African Economies Growing and Others Not?

https://www.youtube.com/watch?v=s66uRUkt_Tw

Watch: Africa is Not Poor Because of Colonization

<https://www.youtube.com/watch?v=SH63RABGK6w>

Watch: How Venezuela Became a Disaster State?

<https://www.youtube.com/watch?v=HxoEsqCaG9Q>

Complete: CTR 9

Week 12: Collective Action and Social Movements

Read: Chapter 9: Collective Action and Social Movements

Complete: WRS 10

Watch: Why Do Some Movements Succeed, While Others Fail?

<https://www.youtube.com/watch?v=IOt1dLVyHjQ>

Watch: Why Occupy Wall Street Failed 10 Years Ago?

<https://www.youtube.com/watch?v=kGgZvjdaYhg>

Watch: Lech Walesa: The Shipyard https://www.youtube.com/watch?v=F_kVbLubBxM

Complete: CTR 10

Week 13: Comparative Public Opinion

Read: Chapter 10: Comparative Public Opinion

Complete: WRS 11

Watch: A closer Look at Americans' View on Immigration

https://www.youtube.com/watch?v=JsDTEAtw_LA

Watch: Germans Mainly Negative Towards Newly Arriving Refugees

<https://www.youtube.com/watch?v=Vgf2epDy1iI>

Complete: CTR 11

Week 14: Political Violence

Read: Chapter 11: Political Violence

Read: Article: Statehood and Political Dynamics of Insurgency

Complete: WRS 12

Watch: The Surge of Political Violence in the U.S.

<https://www.youtube.com/watch?v=w99AsbqDaqI>

Watch: Deadly Violence Simmers in Zimbabwe Over Unresolved Elections

<https://www.youtube.com/watch?v=4bkh2oxsJ1k>

Complete: CTR 12

Complete: Quiz #3

Week 15: Ethnic Cleansing and Genocide

Read: Article: Ethnic Cleansing

Read: Article: Ethnic Cleansing is a Euphemism used for Genocide

Read: Article: Convention on the Prevention and Punishment of the Crime of Genocide

Read: Article: The Rohingya Crisis

Complete: WRS 13

Watch: The Brutality of the Khmer Rouge https://www.youtube.com/watch?v=g9aKxsg1_s8

Watch: Kosovo War and Ethnic Cleansing <https://www.youtube.com/watch?v=ulPsNrMMZ3E>

Watch: The Soil is Soaked with Blood <https://www.youtube.com/watch?v=K9oFsGd3HuU>

Complete: CTR 13

Week 16: Challenges and Questions in Comparative Politics

Read: Chapter 12: Challenges and Questions in Comparative Politics

Watch: The Next Global Superpower Isn't Who You Think

https://www.ted.com/talks/ian_bremmer_the_next_global_superpower_isn_t_who_you_think?subtle=en

Submit: Comparative Paper #2

Submit: E-portfolio

E-Portfolio Reflection Prompt

1. In what ways have you improved as a writer/scientist? What brought about those improvements? Point to specific experiences, readings, assignments, or discussions in this course.
2. What did you learn by creating the signature assignment? Be specific.
3. What was your biggest accomplishment in the course? How did the signature assignment and other course elements help you reach it? Be specific.
4. What skills did you master in this course? How are they reflected in the signature assignment? How will those skills help you improve personal life/career/connections? Be specific.

Note: The Grading Rubric for Comparative Analysis Papers can be found withing the Signature Assignment Document.

Comparative Analysis Paper Grading Rubric

Criteria	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
Interpretation (Total 60 points)				
<i>Illustrate understanding</i> of the theme under study, and <i>comprehension</i> of the situation around the theme.	The paper does not raise the key theme, suggesting a misunderstanding of the situation.	The paper mentions the key theme but offers very little to no description of the theme, suggesting a limited knowledge about the theme.	The paper mentions and clearly describes the key theme, demonstrating comprehension of important elements about the theme.	The paper examines and explains the key theme, showing a deep understanding of the nuances found in the situation around the theme.
Analysis (Total 100 points)				
<i>Description of various perspectives</i> on the theme.	The paper does not recognize various perspectives.	The paper recognizes various perspectives.	The paper describes various perspectives.	The paper scrutinizes various perspectives.

<i>Comparison and contrast</i> of the theme across countries	The paper identifies some points of comparison.	The paper compares OR contrasts common or basic points about the theme.	The paper compares AND contrasts meaningful points about the theme.	The paper interprets the meaning of critical points about the issue for comparison and contrast.
<i>Student's position (perspective, thesis/hypothesis)</i> on the theme	No specific position is stated.	Specific position is stated but it is simplistic/vague .	Specific position is stated. Others' points of view are acknowledged within position.	Specific position is creative, taking into account the complexities around the theme. Limits of the position are acknowledged
				. Others' points of view are synthesized with position.
Explanation (Total 40 points)				
<i>Organization</i>	Ideas and parts of argument are presented randomly and/or are not logically linked to each other thus making it almost impossible to follow.	Ideas and parts of argument are presented in a generally acceptable order but not connected to each other in a logical way thus making it difficult to follow.	Ideas and parts of argument are arranged logically and support each other making it possible to follow.	Ideas and parts of argument flow smoothly from one to another and are clearly linked to each other making it very easy to follow.

Participation Rubric

Participation	Excellent (Full points)	Satisfactory (Partial points)	Unsatisfactory (Partial/No points)	Total Points Earned
Frequency of Participation	Active participation at proper times	Occasional participation	Rare or No participation	/30
Quality of Participation	Comments are related and reflect understanding of the material	Comments are occasionally unrelated or indicate lack of understanding of the material	Comments reflect little or no understanding of the material	/40

Impact on Class	Comments regularly help move class discussion forward	Comments occasionally move class discussion forward	Comments are unrelated	/30
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Critical Thinking Response Grading Rubric

Criteria	Ratings	Points
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<p>Critical Engagement</p>	<p>Full points</p> <p><i>The response engages critically with the questions or theme under study. It offers a clear thought and argument about the theme. The logic and reason behind the argument in clear and sound.</i></p>	<p>Partial points</p> <p><i>The response only partially engages with the questions or theme under study. The thought and argument is unclear or vague. The logic and reason behind the argument is not clear.</i></p>	<p>No points</p> <p><i>No response is submitted or the response is completely unrelated.</i></p>	<p>/10</p>
<p>Supporting Examples or Evidence</p>	<p>Full points</p> <p><i>The response offers clear examples and/or evidence that support the argument. Personal examples/evidence are clearly presented in the response. Scholarly examples/evidence are given credit.</i></p>	<p>Partial points</p> <p><i>The examples and/or evidence offered in the response are vague and do not strongly support the argument. Examples and evidence are not clearly elaborated or given scholarly credit.</i></p>	<p>No points</p> <p><i>No response is submitted or the response is completely unrelated.</i></p>	<p>/10</p>

	Unsatisfactory	Satisfactory	Excellent	Points
Communication & Organization	<p>Presents ideas, concepts, and information with insufficient effectiveness.</p> <p>Organization is lacking</p>	<p>Presents ideas, concepts, and information with acceptable effectiveness</p> <p>Presentation has generally effective introduction, body, and conclusion</p>	<p>Presents ideas, concepts, and information with excellent effectiveness</p> <p>Introduction is strong and inviting, body is focused and clearly manipulated, and conclusion is effective in unifying entire presentation.</p>	/80
Content & Critical Thinking	<p>Shows unsatisfactory degree of understanding of ideas, concepts, themes, and information</p> <p>Uses critical and creative thinking skills to plan and assist the presentation with insufficient effectiveness</p>	<p>Shows an acceptable degree of understanding of ideas, concepts, themes, and information.</p> <p>Uses critical and creative thinking skills to plan and assist the presentation with acceptable effectiveness</p>	<p>Shows an excellent degree of understanding of ideas, concepts, themes, and information</p> <p>Uses critical and creative thinking skills to plan and assist the presentation with excellent effectiveness</p>	/80
Creativity	Overall presentation shows little or no evidence of creativity	Overall presentation shows an acceptable level of creativity	Overall presentation shows excellent evidence of creativity	/40

Student Group Presentations Grading Rubric – POLS 2200