

POLSCI 103 - Introduction to Comparative Politics
Online Instruction
Spring 2020

Dr. Michael A. Hansen

Office: GRNQ 219

Office Hours: By request

Email: hansenm@uwp.edu

Course Overview

This is a general education course that satisfies a requirement in the Social and Behavioral Sciences. While the course has many goals particular to this course (see below), it also has three goals in terms of the general education requirement at UW-Parkside: communication/literacy, reasoned judgment, and social and personal responsibility:

- Communication/literacy: Reading is emphasized. Students can expect around 8 hours of reading a week. Written communication is achieved through essay assignments and exams.
- Reasoned judgement: Students will be able to recognize a problem, analyze information, identify assumptions, and make conclusions based on a range of information.
- Social and personal responsibility: Students will understand and question values and beliefs about social, political, economic and historical contexts that construct diversity and inequality.

This introductory course will compare and contrast different political and socio-economic system around the world. First, the course introduces students to the important concepts, theoretical approaches, and comparative methods utilized in the subfield of comparative politics. The concepts, theoretical approaches, and comparative methods are applied to comparing democratic and authoritarian institutions. Next, students will compare the three different branches of government in a comparative perspective (executive, legislative, judicial) by identifying variance in institutional design around the world. Finally, the course explores political behavior in a comparative perspective.

A typical online week will consist of a combination of readings, quizzes, and lectures conducted against the background of larger political science questions regarding the role of government. At the end of this course, it is my hope that students will understand much more not only about politics, but about the subfield of comparative politics.

Course Objectives

This class is designed to provide a basic understanding of comparing political structures and institutions around the world. By completing the course, students will be better able to:

1. Identify the important concepts, theoretical approaches, and comparative methods utilized in the subfield of comparative politics.
2. Identify the main features of democratic regimes around the world.
3. Identify the main features of authoritarian regimes around the world.
4. Recognize and provide examples for different executive, legislative, and judicial institutional designs around the world.
5. Recognize and provide examples for different electoral systems and political parties in democratic regimes around the world.
6. Provide explanations for vote choice, political culture, and political participation variance around the world.

Course Requirements

Online Instruction

Since the class is conducted online, attendance/participation is a difficult aspect of the course to assess. Further, several people are taking this class online because their schedules do not allow for regular, constant class attendance. Therefore, there is a great deal of leeway built into the completion of required coursework. However, it is up to you to pay attention to due dates and requirements. Finally, **you must have stable internet access for this class.** I will not at any point in the semester hear complaints regarding late assignments due to not having internet access. The level of technological knowledge for participating in this class is minimal.

In order to access content on Canvas, **you must complete a quiz dealing with the content of this syllabus.** You cannot access any material until you finish the quiz. The quiz can be attempted an unlimited number of times, cannot hurt your grade, and must be completed with a 100%. The point of the quiz is to ensure that you understand the guidelines and requirements for the class so that there is no possibility for complaints later. In addition, your completion of the syllabus quiz is a contract that both of us agree to the guidelines set forth in this class.

I expect that class reading will be done **prior to accessing the lectures**, and that students will ask questions if they are not understanding something. The lectures can be accessed immediately after you finish the quiz on the same topic. If at any point during the semester it is clear that students are not reading prior to attempting the quizzes, I will mandate that each student hand in on Canvas one page of typed, single-spaced notes on the readings. The page of notes will accompany the quizzes in terms of determining the overall quiz grade.

A note about conduct: It is understandable that the class is not face-to-face, thus there is a certain level of anonymity. On rare occasions, this anonymity is accompanied by a lack of formality or professional conduct. Please take note to not be disrespectful to other students. Further, I expect that emails to me will be accompanied by a professional header, consist of a professional tone, and include formal writing (as though it were a business email). If the

emails are not drafted in this manner, I will simply not respond to them. If they are written in a professional manner, you can expect a response in two business days or less.

If you need technical support, you can contact Canvas support through the help tab on Canvas. Additional help or inquiries regarding success in the class should be directed at the Student Support Services center.

Sequential Tasks of the Online Course

The course is designed so that tasks must be completed sequentially. What sequentially means is that you must complete the preceding task before Canvas will allow you to access the following task. In particular, you must take the quiz on a topic before you can access the lectures. Likewise, you must access the lectures slides before you can access the next topic's quiz. For example, you must complete the Syllabus Quiz before you can access the first readings. Further, once you complete the first first readings you can access the first quiz.

Due Dates

There are dates in the syllabus schedule that indicate when specific sets of tasks should be completed. However, there are no guidelines regarding moving at your own pace quicker than the schedule implies. Therefore, as you move sequentially, you are allowed to work ahead. This flexibility is built into the schedule so that you can work, as much as possible given the time frame, at your own pace.

Participation = 4%

You will be required to complete one particular task at the beginning of the semester in order to receive participation points. You must introduce yourself on Canvas in the Discussion section of Canvas titled "Introductions." I would like everyone to introduce themselves in a paragraph or two before the end of the second week of the semester (due date on Canvas). Your specific response is not graded, and you will simply receive points for completing the task.

Review Session = 3 X 6% = 18%

In order to encourage engagement with the exam review study guides and studying for the examinations, for each exam you must select three questions off of the study guide and thoroughly answer each question. You must provide a reference to the book or lectures for each of the three questions. Each answer must be a paragraph in length and include a citation in order to receive credit. Note: you will not see anyone else's question and answers until you post.

Active Learning: Interaction and Feedback

The review session forums are intended to provide a forum for students to process course material and apply course concepts in an interactive format if they so choose. This interaction will allow for “student - student” and “student - instructor” interactions, whereby students are expected to guide discussions and learning through specific questions. Each student is expected to answer three questions off of the study guide. Further, as your Instructor, I may take an active role in clarifying confusion and providing additional information that serves to advance student understanding in a given content area.

Active Learning: Student Engagement

The lectures will use contemporary examples of political phenomena to illustrate course concepts. These concepts, often contentious, are designed to challenge student understandings of given issues and explore new ways of analyzing institutional performance, political arguments, and political history. Therefore, students are expected to keep up with contemporary news in order to familiarize themselves with the presented issues. Present in the lectures are discussion questions that provide the opportunity to examine and assess their own understandings of new material. Although students are not expected to submit written responses to these discussion questions, this self-directed learning enables students to more fully interact with other members of class during review sessions, and clarifies points of confusion on which to seek further clarification. Again, these exercises are intended to guide students to increasing levels of responsibility for their own learning.

I have provided you with three different modes of engaging with the lecture material. First, I have posted for each topic comprehensive lecture slides. These lecture slides have more material on them when compared to a normal in-person lecture. Second, I provide you with a lecture video in which I lecture in a similar manner as I would in an in-person course. For example, I clarify difficult topics/concepts and I give additional examples beyond the lecture slides. Finally, if you are a student that is not in favor of sitting down and watching lecture videos. I have provided Podcast audio files that you can download and listen to on your computer or phone. Alternatively, you could simply play that audio files through the Canvas app that is supported on most smart phones. Being able to engage with the material while driving or walking to other classes might make it easier to stay actively engaged in the course material.

Quizzes (11 x 3% = 33%)

There will be 11 quizzes in this class worth an overall 33%. The quizzes are intended to ensure that you are reading the material, and that your level of comprehension is as at a point where you do well on the exams. The quizzes are to be accessed on Canvas. The due dates for the quizzes are listed in the syllabus schedule section. It is important to note that the intent of these quizzes are to ensure that you do well (i.e. grade boosters).

You are allowed to take each quiz three times, and I will count the highest quiz grade out of the three attempts. The quizzes are open-note, open-book format. The time limit for quiz completion is 60 mins. Finally, there are no make up quizzes. You have over several days to complete the quizzes. Therefore, I will not allow anyone to make them up. The quizzes are set up to be graded immediately upon completion.

Exams (3 X 15% = 45%)

There will be three examinations during the course of the semester, listed in the course schedule. Each exam is worth 15% of your overall grade. The due dates are listed in the class schedule. The format of the exam is listed below:

Exam: Online, multiple choice exam - The exam will consist of 50 multiple choice questions worth 2 points each. The exam time is limited to 60 minutes. You are NOT allowed to use your notes for the exams. The multiple choice exams are set up to be graded immediately upon completion.

Late Work

Late work is not accepted. All of the assignment due dates, criteria for completion, and full explanation are provided well ahead of time. In addition, all of the assignments are turned in electronically on Canvas without physically being in class. Therefore, there is no excuse for late work. Makeup exams will not be allowed except for extreme circumstances.

Required Reading

Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*: 11th Edition. MacMillan International.

Note: Do not buy the book before the first day of class. In the introduction forum, I will go over your options in terms of course materials.

Grading Scale

NOTE: In cases in which a student is on the borderline between grades (e.g., 91.5), I will always round up to the higher grade, provided that you have attended class regularly and engaged in regular and active participation in class.

If you have any questions about grading policy in general, or any questions about any particular grade you received, please come see me in my office. I will be more than happy to discuss your grade with you and find ways in which your work can be improved and your grade raised.

Grade	Percentage
A	= 92% - 100%
A-	= 90% - 91%
B+	= 88% - 89%
B	= 82% - 87%
B-	= 80% - 81%
C+	= 78% - 79%
C	= 72% - 77%
C-	= 70% - 71%
D+	= 68% - 69%
D	= 62% - 67%
D-	= 60% - 61%
F	= below 60%

Academic Dishonesty

I take plagiarism extremely seriously. Let it be noted for the record that cheating in any form will not be tolerated. Anyone caught cheating on an examination will be punished according to University guidelines. In addition, if a paper is handed in without any citations, improper citations, or plagiarized material the paper will receive a zero, and you will be referred to the university for disciplinary action. I will assume that you either copied the material or did not complete the assignment as was required. Please consult the section on student academic dishonesty in the Student Guidebook for a listing of the practices that may be considered cheating.

It is the University's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for a letter of verification to provide to their instructors. Disability Services is located in WYLL D175 and can be reached at 595-2372 or dss@uwp.edu

Class Schedule

NOTE: Reading for a particular day should be done before attending class on that particular day. I have been known to randomly call on students and ask them questions from the reading. Therefore, it is in your interest to be prepared in order to receive attendance points. In addition, the schedule is subject to change based on the flow of class discussion.

Parts I & II - Foundations of Comparative Politics & The Origins and The State, Democracy, and Authoritarianism

Dates: Feb. 1 - Mar. 5

Week 1

Syllabus

Topic: *Key Concepts in Comparative Politics*

Read: Hague et al. (2019), Ch. 1

Week 2

Topic: *Theoretical Approaches and Comparative Methods*

Read: Hague et al. (2019), Ch. 2 & 3

Due:

Student introductions - Due by Feb. 12 at 10pm

Week 3

Topic: *The State*

Read: Hague et al. (2019), Ch. 4

Due:

Quizzes 1-2 Due by Feb. 19th at 10pm

Week 4

Topic: *Democratic Rule*

Read: Hague et al. (2019), Ch. 5

Week 5

Topic: *Authoritarian Rule*

Read: Hague et al. (2019), Ch. 6

Due:

Quizzes 3-4 and Exam 1 Review Session Due by Mar. 5th at 10pm

Week 6

EXAM I - Due by Mar. 12 at 10pm

Parts III - Comparative Governmental Institutions

Dates: Mar. 15th - Apr. 2nd

Week 7

Topic: *Constitutions and Courts*

Read: Hague et al. (2019), Ch. 7

Week 8

Topic: *Executives*

Read: Hague et al. (2019), Ch. 8

Week 9

Topic: *Legislatures*

Read: Hague et al. (2019), Ch. 9

Due:

Quizzes 5-7 and Exam 2 Review Session Due by Apr. 2nd at 10pm

Week 10

EXAM II - Due by Apr. 9th at 10pm

Parts IV - Comparative Political Behavior

Dates: Apr. 12th - May 7th

Week 11

Topic: *Political Culture*

Read: Hague et al. (2019), Ch. 12

Week 12

Topic: *Political Participation*

Read: Hague et al. (2019), Ch. 13

Due:

Quizzes 8-9 Due by April 23rd at 10pm

Week 13

Topic: *Elections and Voters*

Read: Hague et al. (2019), Ch. 15 & 17

Week 14

Topic: *Political Parties*

Read: Hague et al. (2019), Ch. 16

Due:

Quizzes 10-11 and Exam 3 Review Session Due by May 7th at 10pm

Week 15

EXAM III - Due by May 14th at 10pm