Course Subject, Number and Title: Political Science 182
Politics Around the World (Honors, Introduction to Comparative Politics)

Credits: 3

Canvas Course URL: https://canvas.wisc.edu/courses/115450

Course Designations and Attributes: Seminar
Breadth - Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Honors - Honors Only Courses (H)

Meeting Time and Location:
Spring 2018, Wednesdays 3:30 PM - 5:25 PM, VAN HISE 395

Instructional Mode: Classroom instruction, all face-to-face

How Credit Hours are met by the Course:
Traditional Carnegie Definition – This class meets for one 115-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 7 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

INSTRUCTOR

Instructor Title and Name:
Yoshiko M. Herrera, Professor, Department of Political Science
https://faculty.polisci.wisc.edu/yherrera/

Instructor Availability:
Office hours by appointment: usually Thurs. 1:15-3:45, 316 North Hall
Schedule appointments here: https://calendar.wisc.edu/scheduling-assistant/
Email me if you need to meet at other times.

Instructor Email/Preferred Contact:
yherrera@wisc.edu
OFFICIAL COURSE DESCRIPTION

Course Description from the Guide:
Comparison of politics and government in selected countries around the world.

Requisites: Declared in honors program

Additional Course description:
This course is an introduction to some of the key concepts and theoretical approaches in the comparative politics subfield of political science, and to politics in select countries. Comparative politics is the study of politics within countries (whereas international relations is the study of interactions between countries). Prompted by real-world events and puzzles, comparativists investigate broad theoretical questions such as: How and why do countries democratize (or not)? What are different ways that states organize politics, i.e., how do they differ in terms of party systems, electoral rules, presidential powers, etc.? What is the relationship between the economy and the political system?

We will spend about half of the semester focusing on key concepts in comparative politics, and the final half studying those concepts in a sample of countries. The seven countries that we will study in depth are the United Kingdom, India, Mexico, South Africa, Iran, China, and Russia. These represent many regions of the world and range from authoritarian regimes to newly democratic states and long-established democracies. The overall objective of the course is to give students grounding in the basic tools of comparative political analysis so that you can better understand world events and politics in countries around the world.

This is an honors course and it will be based on student-centered discussion rather than lectures. Reading is essential for full participation in discussions and students will be asked to explain concepts from the readings in class. In addition, students will work on a series of assignments related to an original final research paper and presentation. Finally, students will write and submit discussion questions each week, take online readings quizzes each week, and take a final exam.
### Summary of Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sept-5</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sept-12</td>
<td>What is Comparative Politics? and States</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept-19</td>
<td>Nations and Society, and Political Violence</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept-24</td>
<td>Monday Proposal 1: Concepts and country, due at noon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept-26</td>
<td>Political Economy</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Oct-3</td>
<td>Democratic Regimes</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Oct-10</td>
<td>Non-Democratic Regimes and Communism</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Oct-15</td>
<td>Monday Proposal 2: Causal research question, due at noon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct-17</td>
<td>United Kingdom</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct-24</td>
<td>India</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct-31</td>
<td>Mexico</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Nov-7</td>
<td>South Africa</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Nov-11</td>
<td>Monday Proposal 3: Annotated bibliography, due at noon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov-14</td>
<td>Iran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov-21</td>
<td>No class – Thanksgiving week</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nov-28</td>
<td>China</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Dec-5</td>
<td>Russia</td>
<td>Slides, due at noon</td>
</tr>
<tr>
<td>13</td>
<td>Dec-12</td>
<td>Student Paper Presentations in class</td>
<td>Final Paper, due 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Dec-17</td>
<td></td>
<td>Final exam, 7:45-9:45 am</td>
</tr>
</tbody>
</table>

*For each course meeting between Sept-12 and Dec-5,
- **Discussion questions are due online at 2:00 pm on the day of class**
- **Reading quizzes must be completed online by 3:15 pm on the day of class**
Course Readings and Assignments

**Wed., Sept. 5: What is Comparative Politics?**  
Introductory discussion of course objectives and assignments

**Wed., Sept. 12: States**


Proposal 1: concepts + country, **due Monday Sept. 24 at noon** on course website

**Wed., Sept. 26: Political Economy**
- Textbook: ch. 4, Political Economy, 82-115.

**Wed., Oct. 3: Democracy and Developing Countries**
- Textbook: ch. 6, Democratic Regimes, 142-173.
- Textbook: ch. 10, Developing Countries, 480-511.

**Wed., Oct. 10: Nondemocratic Regimes and Communism**
- Textbook: ch. 8, Nondemocratic Regimes, 354-381.
- Textbook: ch. 9, Communism and Postcommunism, 382-415.
Proposal 2: Causal research question and hypotheses,
due Monday Oct. 15 at noon on course website

**Wed., Oct. 17: United Kingdom:**
- Textbook: United Kingdom, 202-231.
- Film: *Margaret Thatcher: Prime Minister*, and Opening of Parliament Videos

**Wed., Oct. 24: India**
- Film: *Gandhi*

**Wed., Oct. 31: Mexico**
- Textbook: Mexico, 568-599.
- Three newspaper articles:
  - Kevin Sieff, "A man who goes by AMLO is the favorite to win Mexico’s presidential election." Washington Post, June 29, 2018.
- Film: TBA

**Wed., Nov. 7: South Africa**
- Film: *Long Night’s Journey into Day*
Wed., Nov. 14: Iran
- Textbook: Iran, 540-567.
- Film: Persepolis

Nov. 21, No Class - Thanksgiving Holiday

Wed., Nov. 28: China
- Textbook: China, 444-479.
- Film: China from the Inside

Wed., Dec. 5: Russia
- Textbook: Russia, 416-443.
- Film: My Perestroika

Wed., Dec. 12: Student Paper Presentations
- In-class student presentations

Presentation slides, due Wednesday Dec. 12 at noon on course website
Final Paper due Wednesday Dec. 12 at 11:59 pm

Final Exam, Monday Dec. 17, 7:45-9:45 am
LEARNING OUTCOMES

Course Learning Outcomes:
Learning outcomes for this course correspond to the five Political Science B.A. Learning Outcomes:

1. Develop an understanding of and appreciation for the methods and approaches of diverse subfields in Political Science—American Politics, Comparative Politics, International Relations, and Political Theory—and their relevance to important theoretical and pragmatic questions.
2. Analyze different forms and practices of governance both democratic and non-democratic.
3. Argue effectively and defend propositions with intellectual integrity, while considering a range of alternative points of view and evidence.
4. Analyze relations among individuals, civil society, political institutions, and states.
5. Analyze the motivations and consequences of political decision-making and activities.

GRADING

Summary of course requirements and grading (see details below)

I. Discussion Questions and Class Participation 24%
II. Reading Quizzes 24%
III. Final exam 24%
IV. Final Paper (including 3 paper proposals and presentation) 28%

Failure in any of the four course components above will result in failure in the course overall.

Grade scale Range Single grade value
A 100% to 94% 100%
AB < 94% to 88% 90%
B < 88% to 82% 85%
BC < 82% to 76% 80%
C < 76% to 70% 75%
D < 70% to 60% 65%
F < 60% to 0% 0%

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required books, referred to in the syllabus as either "Textbook":

  o It is necessary to have this version rather than previous separate editions.
  o This book can be purchased in 3 ways: http://books.wwnorton.com/books/webad-detail-editions.aspx?id=4294994932
    ▪ Paperback: 978-0-393-63130-2
    ▪ Looseleaf: 978-0-393-63131-9
    ▪ Ebook: https://digital.wwnorton.com/casesconcepts (this version is @ $35)

- In addition to this book, there are many assigned articles, all available on the course website.
- Films will be available online, on campus, through Learning Support Services.
EXAMS, QUizzes, PAPERS & OTHER MAJOR GRADED WORK

I. Discussion Questions and Class Participation:

• This is a discussion-based class and active participation is essential. Mere attendance is not full participation. Active participation means being prepared by doing the reading and thinking about the material so that you can ask and answer questions related to the course material. Students should bring the readings to class in order to aid in discussion.

• I may call on a few students during each class meeting; you should be prepared to answer questions about each of the assigned readings.

• Students are expected to attend for the full class period; arriving late or leaving the room during class will result in a lowered participation grade.

• It is fine to use a tablet or laptop in class to take notes, but doing other activity unrelated to the course during class will result in a lowered participation grade.

Discussion questions (.33% x 12; 4% of final grade): Each week students should post 1 question for discussion to the course website, by 2:00 pm on Wednesday. We will discuss these in class. The grading rubric for discussion questions:

A Question asks about the course readings and/or connects the course readings to the day's topic of discussion.

C Question is not directly related to course readings.

F Question not posted by 2:00 pm.

Participation in class discussions (5% x 4; 20% of final grade) Grades will be given 4 times during the semester, taking into account the previous few weeks of participation. The grading rubric for participation is:

A Attended and actively participated, seemed in command of readings and material; able to explain concepts to the class.

B Attended and spoke, demonstrating adequate engagement with the readings, but infrequently.

C Attended but did not speak, or was engaged in non-course-related activities online, or arrived late or left during class.

F Did not attend.

Note that there is no "D" reflecting the large gap between attending and not attending.

II. Reading Quizzes (2% x 12; 24% of final grade):

• Each week students should complete an online reading quiz before class.

• See course website on Canvas quizzes: https://canvas.wisc.edu/courses/115450/quizzes

• Quizzes are timed, 15 minutes, and can be taken anytime up to 3:15 pm on the day of class. Late quizzes will not be accepted.

• Quizzes are based on all of the course readings and films. The best way to prepare for the quizzes is to do the readings and watch the films, and take notes on the main arguments of each article.

• The grading rubric for quizzes is based on percent of correct answers, and uses the grade scale noted on p. 7 of the syllabus.
III. Final Exam (24% of final grade):

- The final exam will be held on Dec. 17, 2018, from 7:45-9:45 am.
- The exam is cumulative and will consist of questions similar to those on the weekly quizzes.
- The grading rubric for the final exam is based on percent of correct answers, and uses the grade scale noted on p. 7 of the syllabus.

IV. Final Paper (25% of final grade)

The goal of this assignment is an original research paper that connects the theoretical material from the first half of the course with the case studies, and provides a casual explanation. Students will work on the paper through a series of structured proposals. Requirements of the paper and all proposals:

- On every document you turn in, include your name, the date, the class name, and a title for the assignment. Also, include your name in the electronic file title (e.g. "SmithPart1.pdf," not "part1.pdf")
- Use 12-point font, 1-inch margins
- All parts of paper should be posted as a PDF on the course website.

1. Proposal 1: Concepts and country
   (1 page), due 9/24, noon (1% of final grade)
   Students should choose one or two of the theoretical topics covered in course readings (e.g. elections, states, political economy, democracy, nationalism, etc.) and specify the place, time period, or other contextual details of the country you are analyzing (e.g. Russia in the 2000s, China since 1980s, Mexico after 2012), and write a one-page proposal linking the chosen theoretical topic to the assigned country. Explain why you are interested in this topic and country. Be sure to include a descriptive title; this will be the preliminary final paper title.

2. Proposal 2: Causal research question and hypotheses
   (2 pages), due 10/15, noon (2% of final grade)
   Students should develop a causal research question (e.g. what explains why something happened, or what caused something to occur?) related to their chosen theoretical topic and country, e.g. why did South Africa democratize in the 1990s; why has inequality in China grown so much; why did the USSR collapse; why did the Scottish referendum of 2014 fail; why did the PRI return to power in Mexico; why did the BJP win elections? The two-page proposal should explicitly include a question, a discussion of why the question is interesting, and what some possible answers (hypotheses) from the course readings might be. If possible include hypotheses from other readings. Hypotheses should be numbered.

3. Proposal 3: Annotated bibliography
   (2 pages, plus attach the revised proposal 2), due 11/12, noon (3% of final grade)
   Students should develop a list of 10 academic sources, journal articles or books found in the UW-Madison library system (other web-based sources can be used in the paper in addition to these 10 from the library). This annotated bibliography must include full citations and 2-3 sentences following each source to explain why it is useful for the paper. (For the final paper annotations are not necessary in the bibliography.)
4. The final paper is due on **December 12th at 11:59pm** (19% of final grade)
   - The final paper should be approximately 15 double-spaced pages, excluding citations.
   - Be sure to include a title page with your name, date, and a title; use appropriate style for the title page. Also, include page numbers on the paper.
   - Use MLA parenthetical citations, which include the author + year, and in bibliography italicize journal titles
   - Sections should be labeled with sub-headings; suggested divisions are below:
     1. Introduction, stating the research question, evidence to establish the question, and a brief summary of the argument (2-3 pp.)
     2. Summary of possible different explanations (theories or hypotheses) (2 pp.)
     3. Evidence for and analysis of different explanations, i.e. pros and cons based on evidence for each possible explanation (9-10 pp.)
     4. Conclusion (1 p).
     5. Bibliography (not annotated)
   - Grading rubric for final paper (19%):
     - Clear and well-motivated research question (3%)
     - Organized, analytical, discussion of relevant existing literature (3%)
     - Use of evidence to support argument (3%)
     - Innovative and clear argument (2%)
     - 10 academic sources and proper citation of sources (2%)
     - Good word choice & tone (2%)
     - No typos or errors (2%)
     - Within word limit (15 pp ds) (1%)
     - Includes title and sub-headings (1%)
   - Note on lateness: if a paper is between 5 minutes and 6 hours late, the paper will be marked down one-half grade. If it is between 6 and 24 hours late, it will be marked down 1 full grade. If it is not turned in 24 hours after the deadline, it will not be accepted.

**IV. Final Paper Presentations** (3% of final grade):
This is an opportunity for you to share your work from the semester with your fellow students, and to develop presentation skills.
   - Presentations will be in class on December 12th; **slides are due by noon on 12/12**.
   - Presentations should consist of 5 slides:
     1. Title slide
     2. Research question and motivation
     3. Existing explanations and your theory/argument
     4. Evidence for your argument
     5. Conclusions
   - Slides should use consistent style.
   - You may add images or other relevant visual design elements.
   - Grading rubric for final presentations (3%, 8 points):
     - Contains 5 slides as noted in syllabus (1)
     - No typos or style errors (1)
     - Text is adequate to convey points, but is not too wordy (2)
     - Style is consistent; visual images are relevant and helpful in conveying points (2)
     - Speaker addresses audience, speaks clearly, and makes eye contact, keeps audience engaged (2)
HOMEWORK & OTHER ASSIGNMENTS
See above

OTHER COURSE INFORMATION:

Group Work:
Students may choose to work in groups of up to 3 students on the proposals, the final paper, and the presentation.

• If you are interested in working in a group, indicate that on proposal 1 as outlined above.

If you choose to work in a group:

• For the Paper Plans 2 and 3, add an additional section to discuss how work will be divided by each student.
• The final paper length will be longer (by 5 pages per additional person, i.e. 20 or 25 pages total); the additional pages will be in the theory and evidence sections.
• Make sure the final paper is integrated, even though the paper has different section, and different people might do more work on one or another of them. Make sure all sections are connected; each group member should read the entire paper to make sure all sections are integrated.
• In a separate document for the final paper, each group member should turn in a one-half page description of their own individual contribution and evaluation of others' contributions to the research paper.

Absence, Make-up and Final Grade Policy
Absences will be excused due to religious conflicts, medical issues, or university-related business. Make-up policy for excused absences:
1. Absence must be excused: Contact me by email as soon as possible if you anticipate missing a class or assignment. I will confirm in writing that the absence is excused. If you do not contact me, and I do not confirm, the absence is considered "not-excused", the missed class will be counted as F (0 points), and no late work will be accepted.
2. With excused absence, missed class participation will be excluded from final grade total (no grade for that day, e.g. there will be only 11 rather than 12 grades for class participation).
3. Online discussion questions, reading quizzes, and other final-paper-related work must be submitted online by normal due date, unless the reason for the excused absence precludes doing the online work by the normal deadline (e.g. medical emergency). In this case, quizzes and discussion questions will be accepted up to one week beyond the deadline.
4. Policy for missing more than 3 classes: Missing more than 3 classes, even if excused, will result in a 5% reduction in points for the final grade. This reflects the fact that this is a discussion seminar and class participation is important to learning outcomes.

RULES, RIGHTS & RESPONSIBILITIES
See the Guide's to Rules, Rights and Responsibilities

ACADEMIC INTEGRITY
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu/