

# COMPARATIVE GOVERNMENT, PLSC 103

## MIRACOSTA COLLEGE, SPRING, 2020

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### COURSE OVERVIEW & OBJECTIVES

Welcome to our course! We will begin our journey by discussing some of the fundamental themes, concepts & questions that guide the study of politics. Can we really have a science of politics? Can political science help us explain why certain unexpected events take place? With so many opinions out there, are there constructive ways to navigate the noise and get to the facts? As we continue on in our journey, we will take a look at different political institutions around the world, their historical development, & engage in number of comparisons. By the time you have finished this course, you will have an improved understanding of Comparative Politics, our global community, a more well-developed political voice, & perhaps an increased interest in exploring this truly intriguing world on your own!

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### TEXTS

- Patrick O'Neil, Karl Fields & Don Share, *Cases & Concepts in Comparative Politics: An Integrated Approach*, ISBN: 0393631303
- All other course readings will be posted on Canvas within each module, so make sure to consult the schedule and/or Canvas.

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### STUDENT LEARNING OUTCOMES

- Students will be able to describe the major historical features of different nations, and explain their role in each nation's political development; for example, a European democracy, a Communist nation, and a different, non-western nation;
- describe and analyze the essential social, cultural, economic, and ideological factors contributing to the political systems of different nations; for example, a European democracy, a Communist nation, and a different, non-western nation;
- describe, compare and contrast the fundamental political institutions of different nations; for example, a European democracy, a Communist nation, and a different, non-western nation.

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## COURSE GRADING & REQUIREMENTS<sup>1</sup>

<b>Course Exam #1 (3/12) &amp; #2 (5/12)</b>	(40%)
<b>Active Learning Assignments (ALAs)</b>	(15%)
<b>Course Paper Part 1 (4/30)</b>	(5%)
<b>Course Paper Part 2 (5/21)</b>	(20%)
<b>Institutions In Action (IIAs)</b>	(15%)
<b>Learning Quizzes</b>	(5%)

**COURSE EXAM #1 & #2 (40%):** You will be given two course exams for this course. Each exam may consist of multiple choice, fill in the blank, short answer, & quote/clause identification. That being said, you should expect exams that ask you to do more than simply memorize content.

**ACTIVE LEARNING ASSIGNMENTS (15%):** Each week there will be an active learning component, which asks you to be in class, engage the material, and be an active participant in your own education. At times you will be asked to work in groups, with a partner, or complete a written task alone—the goal is put you at the center of your educational experience. **All ALAs must be submitted in class and cannot be completed if you are absent that day (even for excused absences). ALAs will be graded as pass/fail.** You will have opportunities to **makeup two missed ALAs**, which will otherwise serve as extra credit.

**INSTITUTIONS IN ACTION (15%):** Each chapter of your textbook includes a section called Institutions in Action. These assignments will connect what you are learning to real life examples and allow you to voice your views—I hope you will find them engaging! You will have the opportunity to **make up one missed IIA** at the end of the semester, which will otherwise serve as extra credit. Please note that all submissions made via Canvas are **subject to a plagiarism software inspection**, instances of plagiarism may result in a 0 for the assignment and/or further sanctions. **IIAs are due before our Thursday class begins each week**, in which I will take volunteers to share their responses. Please see our Canvas rubric for how IIAs will be assessed.

**LESSON QUIZZES (5%):** Your quizzes are also required to complete weekly lesson quizzes via Canvas. **This class is web enhanced, so you will need to have regular access to Canvas in order to succeed.** The quizzes directly relate to that week's readings/lectures and will help you prepare for the course exams, written assignments, & discussions. All lesson quizzes will open on the Monday before they are due and must be **completed by before the following class on Thursday**. Quizzes cannot be made up or reopened once closed, so do not wait until the deadline!

<sup>1</sup> Please note I reserve the right to make any necessary changes to the above assignments in order to accommodate class progress and/or scheduling changes.

**COURSE PAPER PART 1 (5%):** To help improve your writing skills & research abilities, this paper will be broken up into two parts. **The first part** will have you develop a thesis, an introduction, and an outline for what will ultimately become your final paper. In addition, you will locate three scholarly sources and create a work cited page.

**POSITION PAPER PART 2 (20%):** After you have had a chance to outline your paper, you will flesh out the body of essay and elaborate on your preliminary evidence in the **second part of this assignment** (see paper prompt for more details). This assignment must be 5-6 pages (not including the work cited or title page) and must be submitted via Canvas (paper and email submission will not be accepted). Please note that all submissions made via Canvas are **subject to plagiarism software inspection**, which checks for all forms of plagiarism. **It is your responsibility to cite appropriately**—instances of plagiarism may result in a 0 for the assignment, an F in the class, and additional college sanctions (see General Policies for more details).

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## EXPECTATIONS & IMPORTANT POLICIES<sup>2</sup>

### ATTENDANCE

- As you are allowed to makeup two ALAs, please consider these pre-excused absences. Anything beyond this will **require an office visit with myself and supporting documentation**. I will not respond to emails that pertain to absences unless you speak with me in person first.
- Without discussing it with me ahead of time, **if you are more than 5 minutes late or leave more than 5 minutes early, you will not receive credit for any assignments completed in class that day**—please be respectful of **our time**.

### EMAIL POLICY

- Email should be used to schedule an appointment outside of office hours, for short questions clarifying class assignments or specific lecture items. **In-depth questions about course readings or an entire day's lecture, etc. are not appropriate for e-mail**. Questions which are answered on the syllabus **will not receive a response**—for general questions, use the **Canvas Q/A forum** or **consult your peers first**.
- To protect the privacy of student grades, I will not discuss scores of assignments, papers, or exams over the phone or email. Scores of all assignments, papers & exams will be posted on Canvas. If you wish to discuss your grade, please visit me during office hours. My door is always open!

### ELECTRONIC DEVICES & CLASS CONDUCT

- Students using phones during lecture for purposes not related to class activities will be asked to leave class and will likely **not receive credit for any assignments completed in class that day**—please step outside if you must use your phone.
- In order to learn, we must be open to the views of people different from ourselves. Therefore, please honor the uniqueness of your fellow classmates and appreciate

<sup>2</sup> See end of syllabus for more details on college and course policies

the opportunity we have to learn from one another. Please **respect each other's opinions** and refrain from personal attacks or demeaning comments **of any kind**.

#### MISSING ASSIGNMENTS & GRADE CHALLENGES

- You are responsible for any work lost or late due to technical problems.
- Missing assignments and requests to re-grade must be reported/requested **within one week of the assessment being graded**. Grade challenges must be accompanied with detailed explanation & evidence justifying the request.

#### COPYRIGHT & SYLLABUS DISCLAIMER

- My lectures & all course materials are protected by copyright and may not be reproduced or distributed without my written consent. Please be advised that this syllabus is “subject to change,” any changes will be announced via Canvas.

### ASSIGNMENT SCHEDULE

WK	DATE	TOPIC & LEARNING OBJECTIVES	READING	ASSIGNMENT
1	1/21	<b>Intro to Course</b>	Syllabus	
	1/23	<b>What is Comparative Politics?</b> 1. Describe comparative politics & differentiate it from other areas of study like international relations. 2. Explain the methods political scientists use when trying to understand politics around the world & discuss the 7 major challenges they face.		
2	1/28	<b>What is Comparative Politics?</b> 1. Describe comparative politics & differentiate it from other areas of study like international relations. 2. Explain the methods political scientists use when trying to understand politics around the world & discuss the 7 major challenges they face.	<i>Cases and Concepts</i> , pp. 2-13	
	1/30	<b>What is Comparative Politics? (Part II)</b>	<i>Cases and Concepts</i> , pp. 13-23	<ul style="list-style-type: none"> <li>• <b>Quiz #1 &amp; IIA #1 Due @ 12pm</b></li> </ul>

		<ol style="list-style-type: none"> <li>1. Discuss the role &amp; importance of institutions in political life.</li> <li>2. Compare freedom &amp; equality &amp; consider how politics reconciles the two across countries.</li> </ol>		
<b>3</b>	2/4	<p><b>Defining the State</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of the state as a central institution in comparative politics.</li> <li>2. Discuss the origins of political organization &amp; key differences between state, regime &amp; government.</li> </ol>	<i>Cases and Concepts</i> , pp.24-34	
	2/6	<p><b>Defining the State (Part II)</b></p> <ol style="list-style-type: none"> <li>1. Discuss the rise of the modern state.</li> <li>2. Analyze how states can vary in autonomy &amp; capacity, &amp; how this can shape their power.</li> </ol>	<i>Cases and Concepts</i> , pp.34-51	<ul style="list-style-type: none"> <li>• <b>Quiz #2 &amp; IIA #2 Due @ 12pm</b></li> </ul>
<b>4</b>	2/11	<p><b>Nations and Society</b></p> <ol style="list-style-type: none"> <li>1. Understand the components of ethnic identity &amp; the ways that national identity binds people together.</li> <li>2. Distinguish citizenship &amp; patriotism in their relationship to the state.</li> </ol>	<i>Cases and Concepts</i> , pp.52-66	
	2/13	<p><b>Nations and Society</b></p> <ol style="list-style-type: none"> <li>1. Distinguish political ideologies, attitudes, &amp; culture regarding the goal of politics.</li> <li>2. Define political culture and analyze its influence on society</li> </ol>	<i>Cases and Concepts</i> , pp.66-81	<ul style="list-style-type: none"> <li>• <b>Quiz #3 &amp; IIA #3 Due @ 12pm</b></li> </ul>
<b>5</b>	2/18	<p><b>Political Economy</b></p> <ol style="list-style-type: none"> <li>1. Explain how states are involved in the management of markets &amp; property.</li> <li>2. Discuss how states provide public goods &amp; related debates.</li> </ol>	<i>Cases and Concepts</i> , pp.82-101	
	2/20	<p><b>Political Economy</b></p>	<i>Cases and Concepts</i> , pp.116-136	<ul style="list-style-type: none"> <li>• <b>Quiz #4 &amp; IIA #4 Due @ 12pm</b></li> </ul>

		<ol style="list-style-type: none"> <li>1. Distinguish between political-economic systems in how they reconcile freedom &amp; equality.</li> <li>2. Show Compare different political-economic systems through human development, wealth, &amp; inequality.</li> </ol>		
<b>6</b>	2/25	<p><b>Political Violence</b></p> <ol style="list-style-type: none"> <li>1. Define political violence &amp; explain the factors that contribute to it.</li> <li>1. Examine the difference between descriptive vs explanatory approaches.</li> </ol>	<i>Cases and Concepts</i> , pp.136-141	
	2/27	<p><b>Political Violence</b></p> <ol style="list-style-type: none"> <li>1. Compare revolution &amp; terrorism as forms of political violence</li> <li>2. Discuss the dominant explanations for why political violence happens.</li> </ol>	<i>Cases and Concepts</i> , pp.101-115	<ul style="list-style-type: none"> <li>• <b>Quiz #5 &amp; IIA #5 Due @ 12pm</b></li> </ul>
<b>7</b>	3/3	<p><b>Democratic Regimes</b></p> <ol style="list-style-type: none"> <li>1. Define democracy &amp; explain its essential components.</li> <li>2. Discuss the various explanations concerning why democracy has emerged in some cases &amp; not in others.</li> </ol>	<i>Cases and Concepts</i> , pp.142-152	
	3/5	<p><b>Democratic Regimes</b></p> <ol style="list-style-type: none"> <li>1. Distinguish among parliamentary, presidential &amp; semi-presidential democracies.</li> <li>2. Evaluate the differences between plurality, majority &amp; proportional electoral systems.</li> </ol>	<i>Cases and Concepts</i> , pp.152-173	<ul style="list-style-type: none"> <li>• <b>Quiz #6 &amp; IIA #6 Due @ 12pm</b></li> </ul>
<b>8</b>	3/10	<b>Course Exam #1 Review</b>	Study Guide	
	3/12	<b>***Course Exam #1***</b>		<b>Course Exam #1</b>
<b>9</b>		<b>***Spring Break***</b>		
<b>10</b>	3/24	<p><b>Developed Democracies</b></p> <ol style="list-style-type: none"> <li>1. Describe the characteristics of developed democracies</li> </ol>	<i>Cases and Concepts</i> , pp.174-191	

		2. Analyze how political, economic, and social institutions differ within them.		
	3/26	<b>Developed Democracies</b> 1. Analyze how developed democracies have faced challenges to sovereignty & the rise of postmodern values 2. Evaluate the challenges faced by the developed democracies' postindustrial economics institutions.	<i>Cases and Concepts, pp.191-201</i>	<ul style="list-style-type: none"> <li>• <b>Quiz #7 &amp; IIA #7 Due @ 12pm</b></li> </ul>
11	3/31	<b>Nondemocratic Regimes</b> 1. Contrast authoritarian & totalitarian regimes. 2. Analyze competing theories for the emergence & perseverance of nondemocratic regimes.	<i>Cases and Concepts, pp.354-373</i>	
	4/2	<b>Nondemocratic Regimes</b> 1. Contrast authoritarian & totalitarian regimes. 2. Analyze competing theories for the emergence & perseverance of nondemocratic regimes.		<ul style="list-style-type: none"> <li>• <b>Quiz #8 &amp; IIA #8 Due @ 12pm</b></li> </ul>
12	4/7	<b>Comparative Documentary</b> 1. TBD 2. TBD		<ul style="list-style-type: none"> <li>• <b>In Class Extra Credit Documentary Quiz</b></li> </ul>
	4/9	<b>Paper Workshop</b> 1. Discuss tools and strategies for writing an excellent research paper 2. Workshop ideas for your paper and where to locate sources	Position Paper Prompt	
13	4/14	<b>Communism and Postcommunism</b> 1. Discuss the foundations of communist ideology.	<i>Cases and Concepts, pp.382-402</i>	

		2. Describe how communist systems sought to eliminate inequality.		
	4/16	<b>Communism and Postcommunism</b>  1. Analyze the effects of state control over markets & property. 2. Compare how postcommunist states have transformed their political, economic & social institutions.	<i>Cases and Concepts</i> , pp.402-415	<ul style="list-style-type: none"> <li>• <b>Quiz #9 &amp; IIA #9 Due @ 12pm</b></li> </ul>
14	4/21	<b>Developing Countries</b>  1. Describe the key characteristics of developing countries. 2. Consider how imperialism and colonialism have affected developing countries' state, societal, and economic institutions.	<i>Cases and Concepts</i> , pp.480-499	
	4/23	<b>Developing Countries</b>  1. Compare how post-imperial countries have suffered from ethnic and national division, limited economic growth, and weak states. 2. Evaluate and critique (a) societal, economic, and political institutions and policies as pathways to development and democracy; and (b) the role of the international community in fostering or hindering change.	<i>Cases and Concepts</i> , pp.499-509	<ul style="list-style-type: none"> <li>• <b>Quiz #10 &amp; IIA #10 Due @ 12pm</b></li> </ul>
15	4/28	<b>Globalization and the future of Democratic Politics</b>  1. Describe how political globalization challenges sovereignty. 2. Compare how economic globalization can transform		

		markets and property within and between countries.		
	4/30	<b>Globalization and the future of Democratic Politics</b> 1. Analyze how societal globalization may undermine old identities and create new ones. 2. Evaluate whether globalization is new, exaggerated, or inevitable.		<ul style="list-style-type: none"> <li>• <b>Quiz #11 &amp; IIA #11 Due @ 12pm</b></li> </ul>
<b>16</b>	5/5	<b>TBA</b>		<ul style="list-style-type: none"> <li>• <b>Course Paper Part 1 Due Via Canvas @ 12pm</b></li> </ul>
	5/7	<b>Peer Review and Edits</b> 1. Discuss how to effectively give and receive peer feedback 2. Provide and receive peer feedback on Position Paper outline	<i>Peer Review Handout</i>	<ul style="list-style-type: none"> <li>• <b>Bring Printed Copy of Your Course Paper Part 1 to Class</b></li> </ul>
<b>17</b>	5/12	<b>Course Exam #2 Review</b>		
	5/14	<b>**Course Exam #2**</b>		<b>Course Exam #2</b>
<b>18</b>	5/21	<b>Finals Week</b>		<ul style="list-style-type: none"> <li>• <b>Course Paper due via Canvas @ 12pm</b></li> </ul>

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## GENERAL POLICIES

### **Disability Accommodations**

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact Disabled Students Programs & Services as soon as possible to ensure that such accommodations are implemented in a timely manner. Their phone number is 760.795.6658 and they are located in Building 3000-Student Services, Room 3009, adjacent to Parking lot 3C.

OR

If you have a disability, you are encouraged to contact Disabled Students Programs & Services at 760.795.6658. Their office is located in Building 3000, adjacent to Parking lot 3C. They will help you determine what assistance is available for you.

OR

If you have a hidden or visible disability, which may require classroom or test accommodations, please see me as soon as possible during a scheduled office hour. If you have not already done so, please register with Disabled Students Programs & Services at 760.795.6658. Their office is located in Building 3000, adjacent to parking lot 3C.

OR

If you have specific physical, psychological or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will also need to provide documentation of your disability to Disabled Students Programs & Services at 760.795.6658

### **Incomplete Grade**

Students seeking a grade of Incomplete must consult with me no later than the week prior to finals (you may wish to specify a date within this week). A grade of Incomplete will only be considered for unforeseeable, emergency and justifiable reasons at the end of the term, and only upon agreement of conditions for completing coursework.

### **Pass/No Pass Grading Option (for graded classes)**

You have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a Petition for Pass/No Pass to Admissions & Records by (specify date). The petition form is available online, or from Admissions & Records. Students planning to transfer should consult with a counselor before opting for Pass/No Pass to ensure this option is accepted by their intended transfer institutions. Check the MiraCosta College catalog or schedule for more detailed information.

### **Library Resources**

The MiraCosta College faculty librarians assist students with their research questions, whether academic or personal. Students may obtain assistance from librarians either one-on-one at the reference desk, through class orientations, group workshops, individual appointments, or online.

I strongly encourage you to take advantage of library resources. More information regarding the library may be found at their webpage: <http://library.miracosta.edu>

### **Internet Access and Harassment**

This class is conducted in a computer classroom, where computers are connected to the Internet at all times, and have the ability to connect to a variety of peripheral devices. MiraCosta College supports academic freedom, and consequently, there are no filters or other controls placed upon access to electronic content, either on the Internet or otherwise. While every effort is made to keep students on task while in this class, it is impossible to monitor every computer at all times. If you should find yourself subjected to offensive content, either sexual or otherwise, you should inform me of this situation at the first opportunity.

### **College Support Services**

The Tutoring and Academic Support Center (TASC), Math Learning Center, Nordson STEM Learning Center and Writing Center (WC) assist students by providing individual and group tutoring, drop-in appointments, learning communities, self-help materials, and student success workshops. Services are free and available to all students during day and evening hours at all MiraCosta College campuses. I recommend you take advantage of these academic support services.

Additional student support services are also available including health services and personal counseling, academic counseling, and veterans' services.

### **LGBTQIA+ Resources**

MiraCosta College has an expressed commitment to equity and inclusion for students, faculty, and staff members

who are lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual.

The district employs a Campus Liaison for LGBTQIA+ needs, offers LGBTQIA Safe Space training, and has multiple student scholarships for members and active allies of the LGBTQIA+ community.

### **Student Performance Objectives and Student Learning Outcomes**

The Student Performance Objectives describe the subject matter or content of the course. Student Learning Outcomes (SLOs) are related but distinct; they describe expectations for the skills and abilities students will attain with successful course completion. To put it another way, SLOs describe what students will be able to do with the knowledge they've obtained by completing the course.

### **Course Repetition\***

The maximum number of enrollments for regular courses is THREE. All grades, including withdrawals (W), are included in the count.

### **References**

\*MCC AP 5075; Title 5, §§55024, 58004, 58161 \*\* MCC AP 5500, AP 5520

\*\*\*MCC AP 4105; Title 5, §55200 et seq.

## Important Links

MCC AP 5075: <http://www.miracosta.edu/officeofthepresident/board/downloads/5075AP-CourseAddsandDrops-Effective4-6-10Revised5-1-12.pdf>

MCC AP 5500: [https://www.miracosta.edu/officeofthepresident/board/downloads/5500AP-StandardsofStudentConduct-Effective5-5-09-Revised1-24-12\\_000.pdf](https://www.miracosta.edu/officeofthepresident/board/downloads/5500AP-StandardsofStudentConduct-Effective5-5-09-Revised1-24-12_000.pdf)

MCC AP 5520: <http://www.miracosta.edu/officeofthepresident/board/downloads/5520AP-StudentDisciplineProcedures-Effective5-5-09Revised9-20-111-24-12.pdf>

MCC AP 4105: [http://www.miracosta.edu/officeofthepresident/board/downloads/4105AP-DistanceEducation\\_001.pdf](http://www.miracosta.edu/officeofthepresident/board/downloads/4105AP-DistanceEducation_001.pdf)

Institutional Core Competencies: <http://miracosta.edu/governance/oac/slo.html>

MiraCosta College Library: <http://library.miracosta.edu/homepage>

Student Services: <http://www.miracosta.edu/student-services/index.html>

Disabled Students Services & Programs:  
<http://www.miracosta.edu/student-services/dsps/index.html>

Tutoring & Academic Support Center:  
<http://www.miracosta.edu/student-services/tutoring/index.html>

Writing Center: <http://www.miracosta.edu/student-services/writingcenter/index.html>

LGBTQIA+ Resources: [www.miracosta.edu/lgbt](http://www.miracosta.edu/lgbt)

Health Services: <http://www.miracosta.edu/student-services/healthservices/index.html>

Academic Counseling: <http://www.miracosta.edu/student-services/counseling/index.html>

Veterans Services: <http://www.miracosta.edu/student-services/veteransservices/index.html>

Student Learning Outcomes: <http://www.miracosta.edu/instruction/slo/index.html>