CPO 3103

Comparative Politics

Fall 2018

Instructor: Jonathan Knuckey

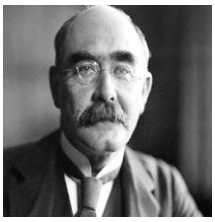
Course Overview

"Although I very rarely spoke of France in my book, I did not write one page of it without having her, so to speak, before my eyes…Without comparisons to make, the mind does not know how to proceed."

– Alexis de Tocqueville, *Democracy in America*.

"Winds of the World, give answer! They are whimpering to and fro—
And what should they know of England who only England know?"

– Extract from the poem by Rudyard Kipling, *The English Flag*

. 

Welcome to Comparative Politics!

This course is an introduction to the study of comparative politics and is intended to help students compare and contrast the wide variety of political systems, institutions and behavior around the world. Comparative politics is a subfield of political science that can help us make arguments about cause and effect by drawing evidence from across nations and over time that enable us to then make generalizations about political phenomena.

The course has three main goals. First it will provide you with an overview of the major theoretical approaches and debates to the study of comparative politics.

Second, while the comparative approach seeks to make generalization across nations we will also utilize a case study approach to focus on the history, political system, political institutions, political cultures and political behavior of the following ten nations:

- China
- France
- India
- Iran
- Japan
- Mexico
- Nigeria
- Russia
- South Africa
- United Kingdom

These nations will help illustrate many of the broader concepts and ideas we will encounter this semester. They will also provide a solid background for any future courses you may take on one or more of these nation's political system, or for doing independent research such as an Honors in the Major thesis.

Third, the course will equip you to analyze and interpret data. Therefore, by taking this course you will not only become more knowledgeable about comparative politics but you will become more adept at being a political scientist. Specifically, this course will help you develop skills that are essential for being a good political scientist and citizen:

- The ability to read actively and critically;
- The ability to think logically, analytically and independently;
- The ability to analyze and interpret information;
- The ability to communicate clearly and effectively;
- The ability to become a *producer* -- not just a consumer -- of knowledge in political science.

A particular feature of this class is that you will not just be learning about comparative politics, you will be *doing* comparative politics research in a hands-on way yourself. This is accomplished through MicroCase, the data analysis software that comes with one the textbooks for this class (see below for details). This program will allow you to explore the real world of comparative politics, using the same data and analytical tools used by many of your professors in their research. I should note, that MicroCase is exceptionally user-friendly, and requires no prior data analytical or statistical background. Very quickly *you* will be exploring data from over 170 countries and dozens of political issues around the world -- not just reading about what other researchers have found.

I look forward to the class and hope you find it enjoyable and informative. I look forward to learning a lot from <u>you</u>!

About Me and How to Contact Me.

I joined UCF in 1999. I received my BA in Political Theory and Institutions from the **University of Liverpool**, my MA in U.S. History and Politics from the **University of Keele** and my Ph.D. in Political Science from the **University of New Orleans**.

My main areas of research and teaching are southern politics, voting behavior, campaigns and elections, political parties, race and politics, gender and politics and comparative politics.

Outside of my day job I am a huge football (soccer!) fan and an avid supporter of **Liverpool** and, of course, **Orlando City F.C.**

Office: Political Science department, Phillips Hall 302L.

Office hours: TBD

Email: Use email in Webcourses. If you write me M-F, I should get back to you within 24 hours. If I don't, please feel free to send me a reminder!

Please don't use the comments box on assignments to message me. I receive no notification of messages sent here (why it is set up that way, I have no idea!). So always use the email in Webcourses if you wish to follow up on any assignment.

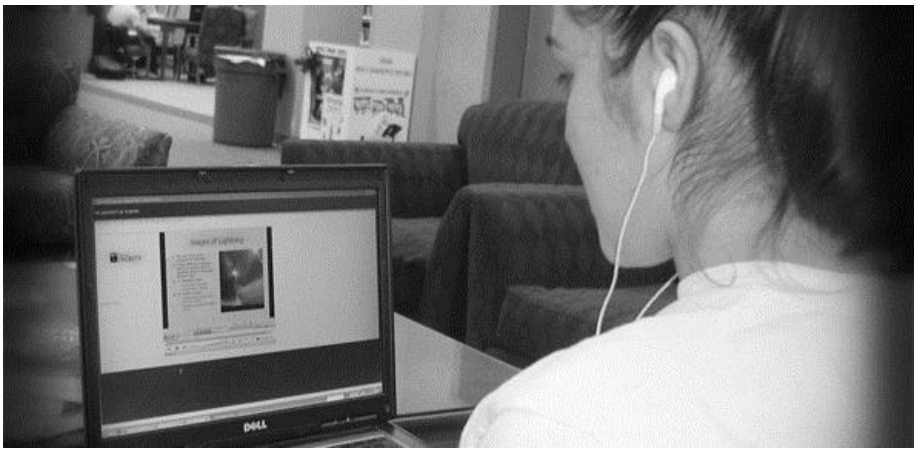
If you send a message after 5.00pm assume it may not get a reply until the following day. Do allow adequate time for a reply to a question about an assignment. If you send a question a few hours before an assignment is due, I may not see it in time to provide an adequate answer.

A note on etiquette: You are what you email, which means your instructors will often shape their opinion of you according to the quality of the email messages you are sending. To that end, be sure to please keep the tone of your emails professional, sign your emails with your name and include an appropriate salutation (Hint: you can't go wrong with "Dear Dr. Knuckey").

Skype: I am happy to talk via Skype, especially if you are not located in central Florida.. My Skype name is jonathan.knuckey70

Graduate Teaching Assistant: TBD

Requirements for a Web-Based Class



This is a completely web-based class, and, consequently, requires a different approach in terms of requirements than a regular class. Most obviously, we will not be meeting as a class where you are listening to lectures two or three times a week. However, you should realize that a web-based class does not mean that you will be doing less work. Indeed, as those of you who have taken web-based classes before will attest, a completely on-line class will require that you take a much more active role in your education as compared to a regular face-to-face class.

Generally I have found that students who do well in a web-based class are self-motivated and have usually received good grades (B or higher) in regular face-to-face classes.

My general rule of thumb for any undergraduate college-level course is that you should devote **2 to 3 hours of study per course credit hour per week**. As this is a three credit hour class you should plan on devoting **6 to 9 hours** per week to this class. This involves reading, taking notes and taking quizzes and other writing assignments.

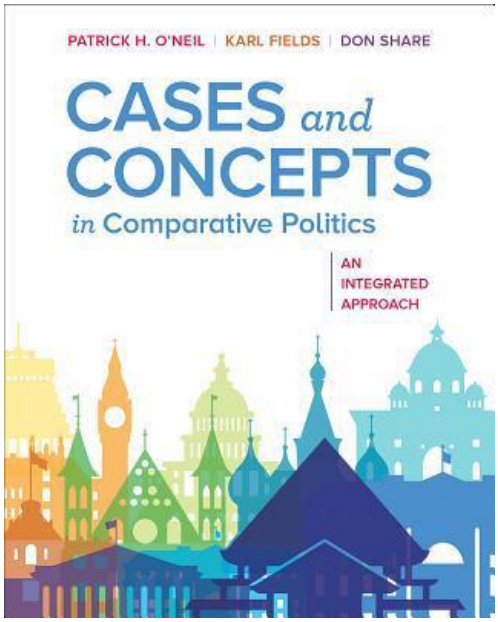
I know you have other commitments—other classes, jobs and life in general—and that you will not *always* be able to devote this time every week. But managing your time is essential to doing well in any class, especially a web-based class. You will also find that much of the material in this class is about applying the material learned, rather than memorizing or looking things up.

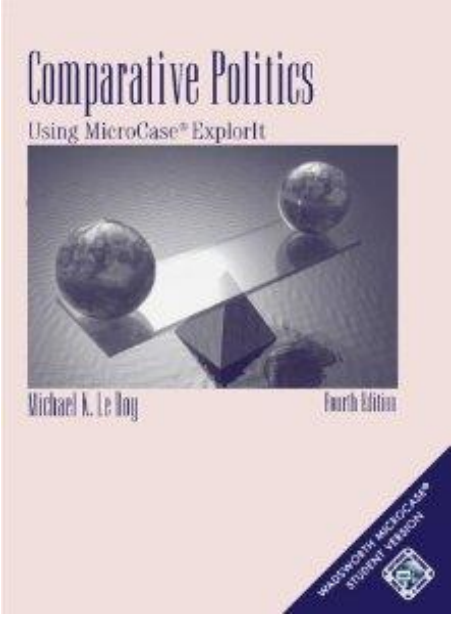
Thus, to do well in the class you need to make an investment in it throughout the semester—not just the night an assignment is due.

Textbooks

We will use two textbooks for this course:

- Patrick H. O'Neil, Karl Fields, and Don Share, *Cases and Concepts in Comparative Politics*
- Michael K. LeRoy, *Comparative Politics Using MicroCase ExporIT* (4th edition)





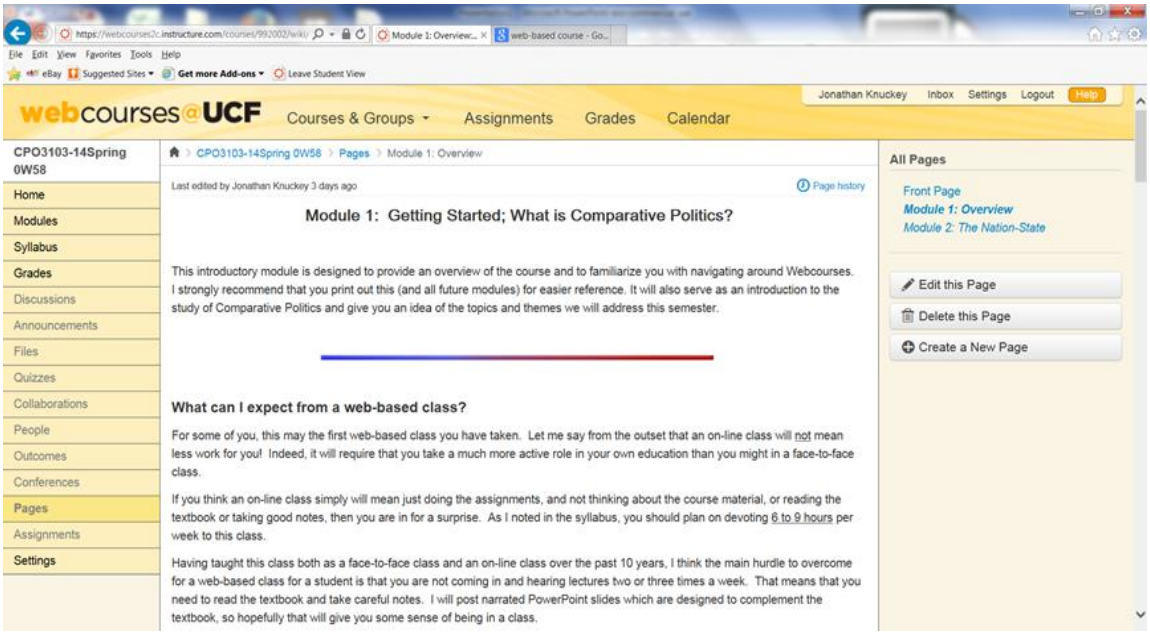
Please make sure these textbooks are purchased no later than the end of the first week of the semester. Take this into account if ordering from a third party vendor (like Amazon).

The LeRoy textbook comes with an access code that you will use to download MicroCase, a data analysis program which you will use to complete the data analysis worksheets in the book. ***If you buy a used copy of this textbook, or have an eBook the access code may not come with the book.*** In this case, you can download the MicroCase program from the link I will supply in Module 1.

Please note that the MicroCase program will run on Windows only. If you are a Mac user you will need to be able to run Windows applications. Boot Camp is one of the best programs for running PC applications on a Mac, and comes installed in all new Macs (although obviously you would still need to get the Windows installation disk).

Also note that the download for MicroCase is just for the data analysis program, i.e., you still need to purchase the *Comparative Politics Using MicroCase ExporIT* book, as the MicroCase download does not contain chapters or worksheets.

Weekly Modules



Requirements for each week of class will be detailed in modules that are accessed in Webcourses. I strongly recommend printing out the requirements for each module and making sure you note due dates for assignments.

I do not release all the modules at once in order to provide as much feedback as possible on quizzes and assignments. If every module was released at once some students would invariably rush through several in a week, giving little time to provide feedback and hence facilitate understanding of the material. I believe this approach best captures the pace of a regular course.

Each module will provide an overview to each specific topic, direct you to the required reading, and outline specific tasks, quizzes, assignments and discussion topics. These activities are designed to make sure that you have thought about the material covered in the module, and to

provide practical applications of material you will have read in the textbook As well as including assignment instructions, the module overview will often contain some suggestions and tips for the assignments.

There will be three general types assignments for this course:

- Quizzes
- MicroCase worksheets
- "In Your Own Words" writing assignments, which are at the end of each MicroCase worksheet.

Full assignment details will be given in each Module.

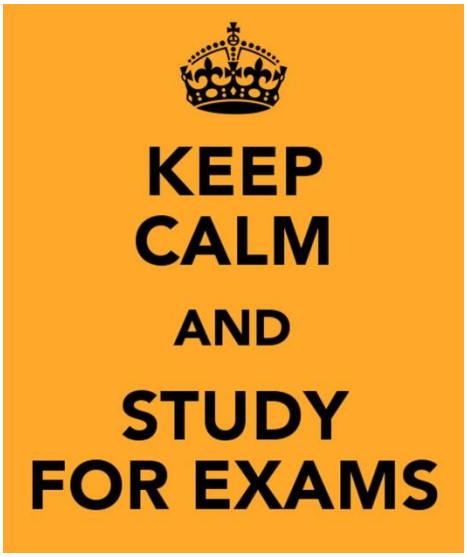
Assignment due dates: Due dates can be found in the Course Schedule below and in each module. Modules will usually have multiple due dates, so it's a good idea to note these at the beginning of each week.

The deadline submission of work -- with the exception of the final exam -- will always be midnight on a particular day. However, you can still submit work up to 5pm on the following day. Anything submitted after 5pm will not receive credit.

All deadlines are, of course, for Eastern time, so keep that in mind if you are in a different time-zone for part, or all, of the semester!

Please remember that you will know what assignment is due, and what that assignment entails, well in advance of a due date. **The single biggest source of missed points on assignments is starting an assignment too late and not making enough time to complete the assignment.** So pace yourself on all assignments. If you plan ahead you can complete an assignment over multiple days, which is far more conducive to learning than opening an assignment up just a couple of hours before it is due and rushing through it.

Exam



There will be an exam given during finals week.

- The exam will involve a series of questions similar to those from the MicroCase worksheets, i.e., where you analyze and interpret data on a number of questions relating to topics in comparative politics (although you will *not* actually need MicroCase for the exam).
- The exam will *not* test anything from the *Cases and Concepts of Comparative Politics* textbook, given that material will have been covered in quizzes during the semester.
- The exam will be taken in Webcourses, and can be taken on any day during the final examination period, i.e., between **Monday, December 3rd and Saturday, December 8th.**
- The exam is timed and you will have 2 hours and 30 minutes to complete the exam. The time will start as soon as you open the exam and the time will keep counting down, even if you exit the exam.
- If the exam is taken on December 8th, the last day of the final examination period, it must be submitted by 5.00pm.

Student Conduct

All students are expected to adhere to the UCF Golden Rule, which includes conducting oneself in a professional manner both in the classroom and in written and verbal communication with

me and to other students. Violations of the Golden Rule -- both academic and non-academic -- can result in a referral to the Office of Student Conduct.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. **Students who engage in such activity are in violation of academic conduct standards and may face penalties.**

Grades

My philosophy of grading is decidedly against what is generally known as "competitive grading" or "grading on the curve." You are not competing against fellow students for grades in this class. You are competing against yourself at all times, hopefully pushing yourself to excel against my objective standards of what students should reasonably get out of this class.

Average mastery of those standards is the baseline for earning an "average" grade of C. Do above-average work, you earn a B. Do excellent work, you earn an A…. and so on. In any case, please understand that the points you earn toward a final grade will not be jerked around up or down to fit some predetermined grade curve. If everyone deserves an A, they'll get it. If

everyone flunks, they'll all get an F and then, in all likelihood, I will leave the jurisdiction quickly under cover of night in heavy disguise and an assumed name!

Your final grade will be weighted as follows:

- Quizzes: 25%
- MicroCase Worksheets: 25%
- Written assignments: 25%
- Final exam: 25%

As there are ample grading opportunities in this course **there will be no extra credit given.** If you know you need a certain grade at the end of the semester, you know you need it at the beginning. Under no circumstances can or will a course grade be awarded on any basis other than those stated in the syllabus.

Grade boundaries are as follows:

A, 92%+

A-, 90-91.9%

B+, 86-89.9%

B, 82-85.9%

B-, 80-81.9%

C+, 76-79.9%

C, 72-75.9%

C-, 70-71.9%

D, 62-69.9%

D- 60-61.9%

F, 59% and below.

Students typically obsess about grades too late, often at the end of the semester. There is little that can be done at that point. So, if you think you are struggling in this class please come and talk to me as often as you like - never think you are being a pest! I cannot recall ever failing a student who early sought this kind of help. However, students who are struggling and delay assistance do fail.

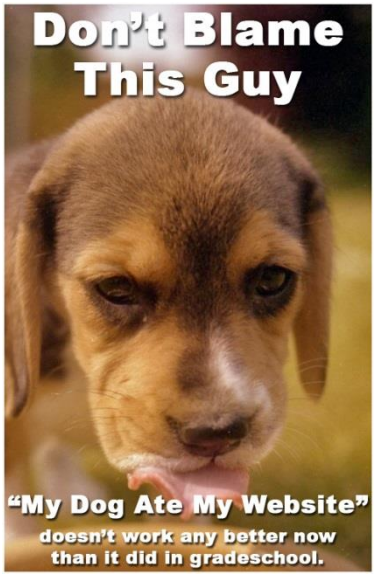
You will be able to access your grades in Webcourses. Please make sure that grades entered here are correct. While every effort is made to ensure grades are correct, from time-to-time errors can occur (incorrectly add/subtract, miss points, and even fail to understand what a student wrote).

A time limit of **1 week** is imposed on all change of grade requests after the grade has posted for a completed piece or work. This is sufficient time to identify any errors. After that prior grades will not be reviewed. This is to bring the course grade to completion and to minimize "end of semester" opportunism.

When grades fall exactly on the borderline of letter grades (91.9%, 89.9%, 85.9%, 81.9, 79.9, etc, etc), I'll take the overall performance of a student throughout the semester into account when deciding whether to round up.

Grade grievance policies are outlined under the UCF Golden Rule.

Make-up Policy and Incompletes



The time and dates for all assignments and the exam are fixed in krypton-coated granite encased in a hydrogen bomb-proof vault! These dates are also known at least one week ahead of time. In other words, an extension on an assignment, or make-up exam will only be given in the most exceptional circumstances that are beyond the control of a student.

Note that requests for an assignment extension after an assignment deadline will not be granted, unless a student was unable to make such a request prior to the deadline. However, this will have to involve something truly exceptional.

Here are some unacceptable excuses for late-work, and it is by no means an exhaustive list:

- *"My computer is broken...."*
- *"My computer was stolen...."*
- *"I accidentally deleted the file....".*
- *"My computer magically deleted my homework from the hard drive. I do not understand it myself...."*
- *"The internet is broken...."*
- *"I forgot to attach the assignment...."*
- *"I could not find the assignment...."*
- *"I did the quiz but forgot to submit it..."*
- *"It was my birthday so I never got around to the assignment..."*

The above are all **actual excuses** I have received. Many, as you can see, are computer-related, which are the "dog ate my homework" excuses of the technology age and will not fly! It is your responsibility to secure ample time at a computer, make backups of your work, check you did not submit a blank assignment, check you correctly submitted the right assignment and generally plan ahead—do whatever it takes! Completing an assignment the day before it is due is always a wise move as that provides a cushion for anything that might come up that is unexpected.

From time to time the servers hosting Webcourses at UCF have been known to go down. If this happens UCF will normally post an announcement and if this coincides with the time when an assignment or exam is due, I will make alternative arrangements.

I do not consider vacations or other trips out of town (other than when the student is away from campus representing an official university function) to be exceptional circumstances. Of course, this is an on-line class, so as long as you have reliable internet access being out of town does not really present a problem. Having internet access for a web-based course is assumed. If you are going to be out of town for more than a week with no internet access during the semester, then you may want to reconsider taking this web-based course.

Religious Holidays

Any student missing an assignment, exam or any other work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the **responsibility of the student to notify the instructor no later than the end of the first week of class of his or her**

intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an unavoidable hardship on the instructor or the university.

Incompletes

An incomplete standing will only be granted if requested in writing to me (a phone call is not acceptable). You must explain why you are requesting an incomplete standing and include, where appropriate, documentation that must be original and verifiable. Such documentation must be on a letterhead, and contain a contact name and telephone number. An incomplete will only be granted if you have a passing grade in the class.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services before requesting accommodations from the professor.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact me at the start of the semester to discuss your circumstances.

Disclaimer

I reserve the right to change, add or modify any part of the syllabus. Of course, advance notice will be given of any such changes.

Course Schedule

All work - except for the final exam - is due at <u>midnight</u> (actually 11.59pm) on the date noted. However, work submitted by 5pm the following day will still receive full credit. <u>Any work received after this will not be graded and receive zero.</u>

The final exam is due by <u>5.00pm</u> on the submission deadline day.

Module 1:

What is Comparative Politics?

Introduction to Data Analysis in Comparative Politics

- Quiz: *Cases and Concepts of Comparative Politics*, ch.1 (8/24) (*Note: This is the assignment that will demonstrate student academic engagement in the course during the first week of class).*
- MicroCase Worksheet #1: "The Nation-State" (8/30)

Module 2

From Nation-State to Globalization

- Quiz: *Cases and Concepts in Comparative Politics*, ch.2 (9/2)
- MicroCase Worksheet #2: "People, Population & State Capacity" (9/5)

Module 3

Identity & Ideas in Comparative Perspective;

Case Study: ***India - The "Unlikely" Democracy;***

Classifying Political Systems

- Quiz: *Cases and Concepts in Comparative Politics*, ch.3 (9/9)
- Quiz: *Cases and Concepts in Comparative Politics* - India, pp.510-539 (9/13)

- MicroCase Worksheet #3: "Organizing Political Systems - First, Second and Third Worlds?" (9/17)

Module 4

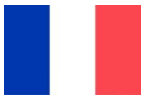
Comparing Democratic Political Systems;

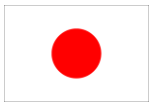
Case Study: **United Kingdom - The Westminster Parliamentary System**

- Quiz: *Cases and Concepts in Comparative Politics* ch.6 (9/21)
- Quiz: *Cases and Concepts in Comparative Politics* - UK, pp.202-231 (9/25)
- MicroCase Worksheet #4: "Political Culture in Liberal Democracies" (9/30)

Module 5

Comparing Developed Democracies

Case Study:  ***France - Conflict and Cohabitation in the Shadow of Revolution;***

Case Study:  ***Japan - The Developmentalist State***

- Quiz: *Cases and Concepts in Comparative Politics,* ch.7 (10/4)
- MicroCase Worksheet #5: "Political Participation - Making Democracy Work" (10/7)
- Quiz: *Cases and Concepts in Comparative Politics* - France, pp.260-291 (10/12)
- Quiz: *Cases and Concepts in Comparative Politics* - Japan (10/16)

Module 6

Comparing Non-Democratic Political Systems;

Case Study: **South Africa - The Transition to Democracy**

- Quiz: *Cases and Concepts in Comparative Politics,* ch.8 (10/21)

- Quiz: *Cases and Concepts in Comparative Politics* - South Africa, pp.628-661 (10/24)

Module 7

Comparing Communist and Post-Communist Countries;

Case Study: ***Russia - Return to Authoritarianism;***

Case Study: ***China - Communism's Reform***

- Quiz: *Cases and Concepts in Comparative Politics*, ch.9 (10/28)
- MicroCase Worksheet #7: "After Communism" (11/1)
- Quiz: *Cases and Concepts in Comparative Politics* - Russia (11/7)
- Quiz: *Cases and Concepts in Comparative Politics* - China, pp.444-479 (11/11)

Module 8

Comparing Developing Countries

Case Study: ***Mexico - The Gradual Path to Political & Economic Reform***

Case Study: ***Nigeria - Oil, Ethnic Division & Political Violence***

- Quiz: *Cases and Concepts in Comparative Politics,* ch.10 (11/14)
- MicroCase Worksheet #11: "War, Politics & Poverty in LDCs" (11/18)
- Quiz: *Cases and Concepts in Comparative Politics* - Mexico, pp.569-599 (11/20)
- Quiz: *Cases and Concepts in Comparative Politics* - Nigeria (11/25)

Module 9

Comparing Politics in the Islamic World

Case Study: ***Iran - Between Theocracy and Democracy;***

- MicroCase Worksheet #13: "The Islamic World" (11/28)
- Quiz: *Cases and Concepts in Comparative Politics* - Iran, pp.540-567 (11/30)

Final Exam

- The final exam is taken in Webcourses. The exam can be taken on any day between **Monday, December 3rd and Saturday, December 8th**
- You will have **2 hours and 30 minutes** to complete the exam once you open the exam.
- If you take the exam on the last day of the exam period, December 8th, it will be due at **5.00pm,** which means starting the exam no later than 2.30pm so as to give you the full allotted time.
- Guidelines on the format of the exam are in Webcourses (Click on "Modules" and go to "Final Exam" tab)

Overall course grade will be available in myUCF on

Friday, December 14th at 9.00am