Chinese Artist Ai Weiwei mocks government surveillance with sculptures of video cameras.

Professor Paige Johnson Tan, Ph.D.
Course day and time: MWF 1:00pm-1:50pm
Course location: WH 205
Online syllabus: D2L
Contact Dr. Tan: 540-831-6602
Office: RU 232
Office hours: M 2:00-3:00pm, T 9:30-10:30pm, F 8:30-9:30pm

Course Description from the Catalogue:

Instructional Method: Three hours lecture.
Prerequisites: POSC 110 or POSC 120.

Gives political science majors a solid grounding in the comparative study of political regimes. Considers both the methodological issues and the principal topics involved in comparative political analysis, and introduces students to the theoretical concerns and vocabulary of this subfield of political science.
Prerequisite for any 300 or 400-level comparative government class within the department, including topics courses and seminars with a comparative area studies focus.

**Course Introduction:**

Comparative Politics is the study of countries’ domestic political systems through the use of the comparative method. We will spend most of the semester looking at other countries’ systems, but we will bring the United States in for comparative purposes at many junctures.

Students will receive a broad survey of the most important issues in comparative politics globally. The course will cover regime types, regime change, political identity, religion and politics, gender, collective action, political violence, development, and globalization. Students will also learn how to understand daily news through our comparative politics lenses.

Radford University seeks to enhance students’ internationalization. This course will increase students’ abilities to understand and analyze world affairs topics and trends that strongly affect US politics and economics.

**Student Learning Outcomes:**

Among other goals, by the end of the course, students will:

- Be able to distinguish between regime types.
- Understand sources and types of political violence.
- Differentiate between state-led and market-led development strategies.

**Course Readings and Materials:**


Additional reading materials as assigned in the course syllabus. These materials are available on our class D2L site or free through the Internet.

Please bring paper to our class every time. We will do periodic in-class writing assignments.

**Course Grade/Assignments:**

Student grades will be calculated in the following manner:

**Class participation.** There is no set number of absences students are allowed in this course. However, to get full credit for class participation, students need to be present in class, to actively join in the discussion of class issues, and to contribute to in-class writing assignments. Extra credit, mentioned elsewhere in this syllabus, will also bolster the class participation grade. Class participation is worth 10% of the final course grade.
**In-class exams.** Students will have two in-class exams, in addition to a final exam. Exams are designed to determine student mastery of the core concepts of Comparative Politics. Exams are worth 60% of the final course grade.

**Simulation participation and reflection.** As part of the in-class simulation exercise, students will attain two grades, one for their active and informed participation in the simulation and the other for their reflection on the experience. The simulation reflection, known as the after-action report, should be 3-5 pages long. Papers should be typed, double spaced, font size 11 or 12, with one-inch margins. Note style should follow American Political Science Association (APSA) format. Please see the Writing Well handout available in the syllabus section of our D2L class for information about APSA-style notes and other handy tips on writing papers. The two simulation assignments are worth 15% of the final course grade.

**Tutorial papers.** Periodically throughout the course, students will write 3-5 page tutorial papers to develop their skills in written communication and critical thinking as well as their foundational knowledge in Comparative Politics. Students should use class lecture material, readings, outside research, and their own logical reasoning to produce their tutorial papers. Papers should be typed, double spaced, font size 11 or 12, with one-inch margins. Note style should follow the APSA format. Please see the Writing Well handout available in the syllabus section of our D2L class for information about APSA-style notes and other handy tips on writing papers. Collectively, the tutorial papers are worth 15% of the final course grade.

**Course Policies**

**Academic Honesty**

This instructor believes academic honesty is the foundation of the entire enterprise of a university. Only in an environment of honesty can genuine learning occur and good citizenship be fostered. The Radford Standards of Student Conduct may be found here: [https://www.radford.edu/content/dam/departments/administrative/dos/documents/RUStandards.pdf](https://www.radford.edu/content/dam/departments/administrative/dos/documents/RUStandards.pdf).

Students should also feel free to ask the instructor any questions they may have about academic honesty. Because academic honesty is treated as a serious matter, the course policy is one of zero tolerance for academic DIShonesty.

The core principle of the academic honor code is that student work represents the original work of the student. For this reason, plagiarism, using the work of another without proper citation, and cheating, the unauthorized use of information during an examination, are prohibited.

The Academic Honor Code works for both students and teachers. Students can expect that the instructor will treat them in a fair, honest, and impartial manner. The instructor also expects students to deal with her and with one another honestly. Plagiarism and cheating are violations of academic honesty because they steal from the original creator of the work. In addition, they violate the relationship of honesty between student and teacher as the student attempts to pass off work as his or her own which was produced by another. Further, plagiarism and cheating violate the bond of honesty among students themselves. Students who produce their assignments through long, hard work are being violated by those taking a shortcut through the misappropriation of another’s work or knowledge. Most sadly, students who violate academic honesty cheat themselves of the chance to learn.
Please note one important policy the instructor follows:

You may receive help on your written assignments (not tests) from your roommate, significant other, parents, the Learning Assistant Resource Center (LARC), or a passerby on the street. The process of reading and revising your work based on the comments of others is an important part of how we learn and improve.

Contacting the Instructor

Students are encouraged to call or e-mail with questions, or stop by office hours (listed above). I endeavor to be available to assist you with your course work. It’s my job. As a hint, e-mails are likely to guarantee a quicker response than phone messages. I am most happy to set up an appointment for a meeting in addition to those times listed as office hours. A note on courtesy: When students receive assistance through any one of these extra-class channels, they should be sure to thank the instructor for her time, thought, and effort. This is an expected part of social etiquette.

Late Papers

PLEASE PAY ATTENTION TO THIS POLICY!

Students are encouraged to plan in advance to make time to complete assignments. Things come up during the semester; relatives require our attention, cars break down, and students get sick. Students should begin their assignments early enough to allow for these foreseeable and unforeseeable eventualities. The instructor does not wish to receive any late assignments during the semester.

Extra Credit

Students are invited to attend lectures, panels, and movies on campus that deal with international topics. Just check with the instructor beforehand as to whether you've picked a good event. After the event, submit a two-page write-up that deals with your reactions to the presentation. How does it relate to what we are doing in class? How does it relate to other things you've studied at Radford or elsewhere? Did you agree or disagree with the speaker’s argument? What did the presentation make you think about? This extra credit will be used toward class participation.

Tardiness

Students are strongly encouraged to show respect for fellow students and the instructor by arriving for class on time. Late arrivals disturb fellow students and disrupt the learning process. It is better to come in late than not to come at all, but try to be respectful of classmates by making arrangements to be in class and in your seat at the start of class. Chronic tardiness will be taken into consideration in students’ class participation grades.

Excused/Unexcused Absences

This course has no attendance policy. However, if you will miss an in-class assignment or due date, that absence must be excused in order for you to be allowed to make up the assignment. Please note that an excused absence is discussed with the professor IN ADVANCE of the class missed and is an absence
for which documentation can be provided. All make-up work will be done at the instructor’s convenience.

Disabilities

If you are seeking academic accommodations under the Americans with Disabilities Act at Radford University, you are required to register with the Disability Resource Office (DRO). To receive academic accommodations for this class, please submit your documentation to the DRO in the lower level of Tyler Hall Suites 54-69, by fax to 540-831-6525, by email to dro@radford.edu. After submitting documentation to our office, you will set up an interview with a Disability Services Specialist to discuss accommodations. You will be notified via email once your accommodation package is complete and ready to be picked up. Once you have picked up your accommodation package, you will need to meet with each course professor during their office hours to review and discuss your package. For more information and/or for documentation guidelines, visit www.radford.edu/dro or call 540-831-6350.

Electronic Devices

Students are permitted to use laptop computers during class to type their own course notes. Laptops are not to be used for surfing the internet or checking e-mail. Students with computers MUST sit in the back of the classroom to avoid disturbing fellow students. During periods of class discussion, computers should be closed to ensure adequate attention and participation. Obviously, when tests and quizzes are being administered, laptops are not permitted. Use of cellphones, including texting, is never permitted. PLEASE NOTE: If students are found to be using electronic devices in a manner inconsistent with the professor’s assessment of the best environment for group learning, they may be penalized with a one-letter grade reduction in their final grade for each violation.

Information Resources

Databases, Books, Periodicals, and Scholarly Journals

To find more information political science, you may consult the following library databases (accessible via the library homepage.

- Academic Search Complete
- Columbia International Affairs Online (CIAO)
- CountryWatch
- Ebscohost
- JSTOR
- LexisNexis Academic
- Project Muse

Political Science journals with content relevant to our course include:

American Political Science Review
Asian Survey
Foreign Affairs
Foreign Policy
Course Schedule

WEEK 1  INTRODUCTION TO COMPARATIVE POLITICS

01 AUG 25  Introduction to Comparative Politics
Discuss: Course syllabus and requirements.
Reading: Samuels, Ch. 1.

02 AUG 27  State Formation, Early and Late
Reading: Samuels, Ch. 2. “Scottish Nationalism: How Did It Come to This?” Economist, July 12, 2014 (D2L Scottish Nationalism).
To learn more: Read some selections from Hobbes' *Leviathan* at 

03 AUG 29 CLASS CANCELLED FOR INSTRUCTOR TRAVEL.

WEEK 2 DEMOCRACY

04 SEP 1 TWO TOPICS TODAY TO MAKE UP FOR CANCELLED CLASS FRIDAY. SEE BOTH READING ASSIGNMENTS.

State Strength

Democratic Regimes
Reading: Samuels, Ch. 3.

05 SEP 3 Electoral Systems
Reading: None for today.
Case Studies: United Kingdom (UK), Israel.

06 SEP 5 Feckless Democracy
Reading: None for today.
Case Study: Philippines.

WEEK 3 POLITICS IN AUTHORITARIAN REGIMES

07 SEP 8 Non-Democratic Regimes: Totalitarian and Authoritarian
Reading: Samuels, Ch. 4. Also, Frank Dikötter, “The Disappeared.” *Foreign Policy*. Jan/Feb 2013, Issue 198, p90-95 (D2L as China Great Leap Famine Totalitarianism.pdf).
Case Studies: Mao’s China (1949-1976), Reform China (1978-today).

Tutorial Paper #1 due in one week: Why do authoritarian regimes survive? Alternative: Develop, justify, and carry out the analysis on at least ten countries for an index that measures something of interest to comparative politics (look at our book chapter titles to learn of relevant areas).

08 SEP 10 Monarchical and Theocratic Regimes
Reading: None for today.
Case Studies: Saudi Arabia and Iran.

09 SEP 12 Military Regimes
Reading: None for today.
Case Studies: Thailand, Burma/Myanmar.
In-class: Proofreading exercise.

WEEK 4 REGIME CHANGE

10 SEP 15 Regime Change
Reading: Samuels, Ch. 5.
Tutorial Paper #1 due. Why do authoritarian regimes survive? Alternative: Develop, justify, and carry out the analysis on at least ten countries for an index that measures something of interest to comparative politics (look at our book chapter titles to learn of relevant areas).

11 SEP 17 A Failed Arab Spring Uprising
Reading: None for today.
Video: Bahrain: Shouting in the Dark
Available at http://www.bing.com/videos/search?q=bahrain+shouting+in+the+dark&FORM=VIRE2#view=detail&mid=9202338E19B0F904EAD29202338E19B0F904EAD2

12 SEP 19 Non-Violent Resistance
Reading: Reading: Gene Sharp, From Dictatorship to Democracy, East Boston: Albert Einstein Institution, 2002, pp. 1-8, 17-28 (D2L as Sharp From Dictatorship to Democracy).
Case Study: Bahrain.

WEEK 5 POLITICAL IDENTITY

13 SEP 22 Exam 1

14 SEP 24 Identities: Primordial and Constructed
Reading: Samuels, Ch. 6.
Case Studies: Brazil, US, and India.

15 SEP 26 Religion and Politics
Reading: Samuels, Ch. 7.

WEEK 6 RELIGION AND POLITICS

16 SEP 29 Islam and Politics
Reading: Tariq Ramadan, “My Compatriots’ Vote to Ban Minarets is Fuelled by Fear,” The Guardian. November 9, 2009 (D2L Ramadan Minarets).

17 OCT 1 Case Study: Conflict in Syria
Tutorial Paper #2 due in one week: Advise the opposition to the Islamic State on strategy and tactics. Consider informing your analysis with Gene Sharp’s ideas.

18 OCT 3 Women and Politics
Reading: Samuels, Ch. 8. Julia Suryakusuma, “‘Cherchez la Femme:’ Jokowi’s ‘Feminine’ Leadership,” Jakarta Post, August 6, 2014 (D2L Julia Women in Indonesia Presidential Election).

WEEK 7 GENDER AND POLITICS

19 OCT 6 Women and Politics
Reading: None for today.

**20 OCT 8 Women and Politics**
Reading: None for today.
Learn about women’s liberation in the United States.
There’s a new Makers on Women and Politics coming out 10/21/14. This will be available free on the website at [http://www.makers.com/documentary/womeninpolitics](http://www.makers.com/documentary/womeninpolitics).
Tutorial Paper #2 due today: Advise the opposition to the Islamic State on strategy and tactics. Consider informing your analysis with Gene Sharp’s ideas.

**21 OCT 10 Indian Politics/Get Ready for Crisis Committee**

**WEEK 8 CRISIS COMMITTEE: INDIA’S CABINET**

**22 OCT 13 Indian Development/Get Ready for Crisis Committee**

**23 OCT 15 Crisis Committee**

**24 OCT 17 Crisis Committee**

**WEEK 9 CRISIS COMMITTEE: INDIA’S CABINET**

**25 OCT 20 Crisis Committee**

**26 OCT 22 Crisis Committee**

**27 OCT 24 Crisis Committee**

**WEEK 10 COLLECTIVE ACTION**

**28 OCT 27 Collective Action, Social Movements**
Case Studies: Zapatistas, Occupy Wall Street.
In-class: Reflect on performance in the crisis committee exercise.

**29 OCT 29 Collective Action, Interest Groups**
Reading: None for today.
Case Study: Banking.
*Due today: Simulation After-Action Report.*

**30 OCT 31 Political Parties and Party Systems**
Reading: None for today.
Case Study: Indonesia’s party system.
WEEK 11 POLITICAL VIOLENCE

31 NOV 3 Exam 2

32 NOV 5 Political Violence: Civil War
Reading: Samuels, Ch. 10.
To learn more: Economist intro to Congo video. https://www.youtube.com/watch?v=Vv8IIEj0CXw

33 NOV 7 Political Violence: Revolution
Reading: None for today.
Case Study: China.

WEEK 12 POLITICAL VIOLENCE CONTINUED

34 NOV 10 Political Violence: Terrorism
Reading: None for today.
Case Study: Al Qaeda.

35 NOV 12 Political Violence: Genocide
Reading: None for today.
Video in class: The Armenian Genocide.

36 NOV 14 Justice: War Crimes Trials and Truth Commissions
Case Studies: South Africa and the International Criminal Court.
Tutorial #3 due in one week: Recovering from a traumatic experience, should a country use trials, truth commissions, or something else? You may make reference to a specific country or a selection of countries in your response.

WEEK 13 POLITICAL ECONOMY OF DEVELOPMENT

37 NOV 17 States v. Markets: France v. Anglo-Saxon capitalism
Reading: Samuels, Ch. 11.
Case Study: France.

38 NOV 19 States v. Markets: East Asian Development
Reading: None for today.
Case Studies: Singapore, China.

39 NOV 21 Political and Economic Institutions
Case Studies: United States, Korea, Congo, USSR, Zimbabwe.
Tutorial #3 due today: Recovering from a traumatic experience, should a country use trials, truth commissions, or something else? You may make reference to a specific country or a selection of countries in your response.
WEEK 14 THANKSGIVING HOLIDAY

WEEK 15 GLOBALIZATION

40 DEC 1 Political and Cultural Globalization
Reading: Samuels, Ch. 13.
Video: Mypoliscilab on state sovereignty and R2P.
Discuss: Friedman’s electronic herd.

41 DEC 3 Economic Globalization
Reading: None for today.

42 DEC 5 Activity: Course Review
Reading: TBA.

43 DEC 10 12:30pm Final Exam