Course Description
This course provides an introduction to comparative politics. We will consider four fundamental political problems that all societies confront: 1) how is social order created and maintained, 2) how are individual interests turned into social choices, 3) how are people made to cooperate for the common good, and 4) how is power faithfully delegated to subordinates. We will use information about states around the world (including the United States) in order to describe how different societies address these problems and to discover why some societies solve them and others do not.

Reading Material
The reading material for this course includes four books and a number of articles. Each book is currently available at the campus bookstore. You might also choose to purchase the books at any web-based bookstore. Amazon and AbeBooks (www.abebooks.com) both have copies. We will read out of the following books.


The articles may be accessed via links on the course syllabus. If the reading is listed as “On reserve,” this means that there is an electronic copy of the article available at the library. You may access this article through the course reserves site at the library. You will need a password, which I will distribute in class. If you have trouble, let me know. If you like, you can also track down the articles in the library and make photocopies. I have provided full citations.

Course Goals
You should understand the four political questions around which the course is framed. You should also gain a basic knowledge of the different ways in which governments are designed around the world. You should use your knowledge of institutional design to help you understand how different governments answer (or at least address) the questions we discuss, and you should understand why some of these problems may never be fully resolved through institutional design.
Country Specific Facts
You should always feel free to ask me a question in lecture about a country. If I do not know the answer immediately, I will figure it out between lectures. In order to fill in factual information on particular countries you may consider visiting one of the following websites.

General Area Studies: http://www.psr.keele.ac.uk/area.htm
Latin America: http://www1.lanic.utexas.edu/
Europe: http://www.europenet.org/
Asia: http://asnic.utexas.edu/asnic.html

Class Meetings
This course will include both lecture and discussion. When I am not lecturing I use a form of Socratic method. I encourage you to voluntarily participate in our discussions; however, I will often get us started by calling on one of you. It is likely that I will follow questions up with further questions. In all likelihood you will be called on at least once this semester. As I note below, your grade will be influenced by your preparation.

News
I encourage you to read the New York Times, L.A. Times, Washington Post or Miami Herald online, especially their sections on world news. You might also consider monitoring CNN’s website. Expect me to send you articles over Blackboard. You are strongly encouraged to read them. They never take more than two minutes of your time. Also, please feel free to bring interesting articles to the attention of the class. You may do so during our class meetings by either making an announcement or by speaking with me before class. You may also choose to post a link to your article on the class list serve.

Grading
Your final grade is a weighted average of the following five components:

1) Attendance (10%)
   Attendance is mandatory. If you miss more than two weeks of this course for unexcused absences (six class days), I will require you to obtain the academic Dean’s signature before I let you back into the course.

2) Two Examinations (Each exam is worth 20% of your grade)
   Exams will cover all material in the course, including the research presentations at the end of the semester. Exam 1 will be held in class on Monday, October 10. Exam 2 will be held during finals week on Thursday, December 15 from 10:00 a.m. to noon.

3) Research Paper (30%)
   You will write an 8-10 page paper responding to one of five questions that I will provide. Your paper will include the following elements: 1) a statement of your question, 2) a theory that answers this question, 3) an empirical test of your theory, and 4) a conclusion. We will discuss the form of the paper in greater detail early in the semester.

   Writing is revision. Accordingly, you will submit your paper three times (see dates below). The final draft may be turned in no later than the beginning of the final exam, though you may submit it earlier if you like. The first two times you submit your paper, I will return it to you with comments and a temporary grade. Your grade will be based strictly on your final submission. The late paper policy applies for each submission. Thus, if your first draft is late by one day, you will lose one grade off your final score.
Finally, in order to help you progress as rapidly as possible, I have established discussion groups on Blackboard for each question. You may post questions or suggestions to the group at any time you like. I will monitor the discussions and add to them if necessary.

4) Critical Evaluation (10%)
You will be assigned to work with another student on her research paper. She will provide you with a copy of her first two submissions and you will provide her with comments in return. You will submit your comments to me on the dates listed below. I will return attach your comments to the temporarily graded papers. Your comments should not exceed two pages and may be in “outline” form. You should first summarize what you understand the author to be writing about. Then you should tell the author what you like about the paper and what you would consider changing. In particular, your comments should answer the following questions.

1. What is the research question?
2. What is the theoretical answer?
3. What evidence does the author provide?
4. What do you like about this paper?
5. How might the author better communicate her idea or test her theory?

In providing your evaluation, you should be honest, but professional. You are not evaluating the author as a writer or a person, but rather you are evaluating the work itself. If something strikes you as unclear, simply identify it. If possible, suggest how the author might clarify the idea. Similarly, when you receive your evaluation, try your best not to get offended. You should make every effort to determine how you might address the concerns raised by your fellow student and me. Responding well to criticism is an invaluable skill, and this assignment is a chance to develop it.

5) Group Presentation (10%)
Along with the other students who are writing on your question, you will summarize your research to the class. Your group summary should be completed in under twenty minutes. The presentation should explain the research question and describe how you and the other members of your group answered it. This will include a review of the theoretical answer(s) you proposed and the evidence you collected. Each member of your group should be prepared to answer questions from the class or me on the subject of your project; however, it is not necessary that each of you speak during your research summary. If you do not speak, you should certainly expect that I will ask you a question.

Absence Policy
Absences from class due to illness, and participation in formally sanctioned University events will only be excused with sufficient (i.e. University Health Services Excuse Forms) documentation. Documentation must be provided within 48 hours of the absence. Students that cannot physically provide such documentation within the 48-hour period (due to illness etc.), must do so as soon as possible and must include sufficient documentation supporting the claim that they could not physically deliver the original documentation in the 48-hour period. The instructor reserves the right to determine what is considered “sufficient documentation.” Class attendance sheets will passed out during class. If any student is determined to be misrepresenting either his or someone else's attendance in class, all students
involved in such misrepresentation shall receive a zero for the semester participation and attendance grade.

Per the university’s attendance policy, if you accumulate more than two weeks (six class days) of unexcused absences you will require the permission of the academic Dean in order to be readmitted into this course.

**Extra-Credit Work**
Under no circumstances will extra credit work be permitted.

**Email**
I expect you to check your email. I will typically send announcements to you via email. You are responsible for the material I send electronically.

**Missed Exam Policy**
For exams occurring during the regular semester, students will be allotted the entire class period for the exam. For final exams, students will be allotted the entire final exam period that the University has appropriated. Absences for exams will be excused for participation in formally sanctioned University events if the proper documentation is provided to the instructor prior to the event. Absences will also be excused for extraordinary events if they are accompanied by sufficient (i.e. Health Services Excuse Forms) documentation, as defined above under “absence policy” within two calendar days of the absence or late arrival. The instructor reserves the right to determine what constitutes an extraordinary circumstance.

If the student has been excused for the absence, she will have five working days to make up a missed exam. The instructor reserves the right to administer makeup exams of any format (multiple choice, short answer, essay), which may not necessarily correspond to the original exam’s format. If a student misses an exam and does not have an excused absence, the student will receive a zero for the exam.

**Note on Extraordinary Circumstances**
Under no conditions will a “power-outage” or an “alarm clock failure” constitute an extraordinary circumstance.

**Assignment of Letter Grades**
Final course letter grades will be assigned based upon the scales shown below:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>60-63</td>
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<td>F</td>
<td>59 and below</td>
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**Incomplete Grades**
No incomplete grades will be given unless there is an agreement between the instructor and the student prior to the end of the course. The instructor retains the right to determine legitimate reasons for an incomplete grade.
Integrity of Scholarship
I will follow the guidelines established by the university. A summary of these guidelines can be found in the FSU Bulletin and Student Handbook. In short, don’t cheat. The benefits are small. Even if the probability of getting caught is tiny, the costs of getting caught are huge.

Students with Disabilities
If you anticipate needing any type of an academic accommodation in this course or have questions about physical access, please discuss this with the instructor within the first week of class. Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the Student Disability Resource Center (SDRC)
2. Bring a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of class.

This syllabus and other class materials are available in alternative format upon request. If a student's accommodations change during the semester, the student will present an updated official letter from the SDRC outlining the specific modifications.

Courtesy in the Classroom.
Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means no cell phones, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls about kids or other family members, keep it on “vibrate.” Entering and leaving is distracting to me and to other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please inform me before class begins and take the seat nearest an exit and enter or leave as quietly as possible. Also, please stay with the door to make sure it does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade.

Class discussions of political issues can often stimulate strong feelings and heated debate. Because this is a college classroom, all discussions need to be scholarly. Scholarly comments are:

- Respectful of diverse opinions and open to follow up questions and/or disagreement.
- Related to the class and course material. Scholarly comments advance the discussion about issues related to the course and/or course material rather than personal beliefs.
- Are delivered in normal tones and in a non-aggressive manner.

Unacceptable behaviors in our classroom include:

- Personal attacks. This includes attacks on a person’s appearance, demeanor, or political beliefs.
- Interrupting other students is unacceptable. Raise your hand and wait to be called on either by the discussion leader or myself to prevent this problem.
- Using raised tones, yelling, engaging in arguments with other students, and being physically aggressive are unacceptable.
Ignoring my authority to protect the integrity of the classroom is unacceptable. When you are asked to discontinue a conversation that violates the guidelines that are outlined above, I expect you to stop.

Class Schedule

**Preliminary Concepts**
August 29 – Introductions, Requirements, and Course Summary

August 31 – A Theory of Incentives
  - Chapter 1 (On Reserve)
- Shepsle and Bonchek, Chapter 2

September 5 – Labor Day (Class Cancelled)

September 7 – Political Order

August 12 – Preference Aggregation
- Shepsle and Bonchek, Chapters 3 and 4

August 14 – Collective Action
- Shepsle and Bonchek, Chapters 8 and 9

September 19 – Delegation
- Shepsle and Bonchek, Chapter 13

**Preference Aggregation in the Real World**
September 21 – Structures of Government
  - Read Chapter 6 (On reserve)

September 26 – Participation
  - Read Chapter 3 (On reserve)

September 28 – Party System
- Third Parties (Link TBA)
- Shepsle and Bonchek, Chapter 7

October 3 – Public Policy
- Haggard and McCubbins, Chapters 2
- **RESEARCH PAPER DRAFT 1 DUE**
October 5 – Public Policy
- Haggard and McCubbins, Chapters 4, 5 or 6 (To be divided among students)

October 10 – Exam 1

Collective Action in the Real World
October 12 – Revolutionary Collective Action
- RESEARCH PAPER EVALUATION DUE

October 17 – Revolutionary Collective Action
- A Force More Powerful: A Century of Non-Violent Conflict, Part II

October 19 – Democratic Cooperation
- Putnam, 3-7 and 12-47, skim remainder of Chapter 2

October 24 – Democratic Cooperation
- Putnam, Chapters 3 & 4

October 26 – Democratic Cooperation
- Putnam, Chapters 5 & 6

Delegation
October 31 – Delegating to Judges (Readings to be divided among class)

November 2 – Privatization 1 (Readings to be divided among class)
- Haggard and McCubbins, Chapters 7, 8, or 9

November 7 – Privatization 2 (Readings to be divided among class)
- RESEARCH PAPER DRAFT 2 DUE
Political Order in the Islamic World

November 9 – The Challenge of Islamism
    o Read, Chapter 9 (On reserve)

November 14 – Arab Constitutionalism
  • Brown, 3-13 and 67-94
  • RESEARCH PAPER EVALUATION 2 DUE

November 16 – Arab Constitutionalism
  • Brown, 161-200

November 21 – Wealth
  • TBA

November 23 – Political Institutions
  • TBA

November 28 – Islam and Democracy
  • Remaining readings are divided among class

November 30 – Group Presentations

December 5 – Group Presentations

December 7 – Group Presentations

December 15 – FINAL EXAM 10:00 a.m. to noon
  • RESEARCH PAPER DRAFT 3 DUE