

## **MONTGOMERY COLLEGE**

*Department of Social Sciences / Political Science  
Takoma Park / Silver Spring Campus*

### **POLI: 211 - COMPARATIVE POLITICS AND GOVERNMENTS – CRN: 31063**

***M-W-F: 11:00 - 11:50 AM      Room: SN 105***

### **Syllabus Spring 2015**

**Professor:** Dr. Syed A. Wasif  
**Office Tel:** 240 - 567-1400  
**Email :** [syed.wasif@montgomerycollege.edu](mailto:syed.wasif@montgomerycollege.edu)  
**Office hrs:** NP 232 Conference Room – By appointment

### **Course Objectives**

The Students shall be able to :

- ✓ Identify the key theoretical approaches and methods used in comparative politics.
- ✓ Distinguish between and analyse the politics of three types of political systems: industrialized democracies, former and current Communist regimes, and the Third World.
- ✓ Discuss and compare states according to their historical evolution, political culture and political participation, state institutions and form of government, and public policy.
- ✓ Discuss, in detail, the politics of the states and political systems addressed in the course

### **Course Description**

This course explores the comparative analysis of representative political systems including: the effect of legal, institutional and social structures on policy; interaction of domestic politics and the global system. Examination of the structures of governments, ideologies, policies, and contemporary issues and problems facing the states of Europe, Americas, Asia and Africa.

The course provides the opportunity to examine the features of individual political systems and to investigate the similarities and differences among political systems. Comparative politics attempts to analyze and explain its findings through comparative study. Studying individual countries reveals a political system within the context of a complex interaction of history, social values, political institutions, leadership, public policy, people's actions, socio-economic conditions, and international environments.

The course includes a set of extended case studies based on a selection of ten “core” countries. Serving as consistent geographic touchstones, students get to know these countries as they accumulate conceptual knowledge.

Forming the backbone of country coverage, these “baseline” cases are substantial enough for students to build foundational knowledge about the ten core countries of Brazil, China, Germany, India, Iran, Japan, Nigeria, Russia, the UK, and the U.S. Because each case is tied to an analytic question or idea, students aren’t lost in a sea of detail, but rather see country coverage in real thematic context.

Its special strength is to interweave the case studies such that the issues are highlighted instead of just the political history. This should allow the student to focus on the comparative aspects of the cases, which is the goal of a political science course on comparative politics.

Together, these case studies generate a wealth of information that allows us to construct the key features for each of the individual cases, examine similarities among various political systems, and appreciate the diversity of the political world. The case studies also permit interesting conclusions and allow for the generation of useful questions.

Students will explore why certain events and developments happen in some countries and not in others. Why have some countries been able to develop enduring democratic governments, while others remain or become authoritarian? Or, why do some states have women in powerful political positions while others do not?

### **Course Materials**

The primary sources of information will be class assignments and assigned readings in the following:  
Drogus, Carol A., and Stephen Orvis, *Introducing Comparative Politics: Concepts And Cases in Context*. 2<sup>nd</sup> Ed. Washington DC: CQ Press, 2009

In addition, students must read or visit the website of one of the following media sources on a weekly basis:

The Washington Post

The New York Times

The BBC / CNN

Aljazeera TV (available live online)

Press TV (available live online)

### **Teaching procedure:**

**To achieve these objectives** we will be making use of selective readings, videos, film, guest speakers and field trips, in an attempt to create an active learning environment. Therefore, attendance and participation are essential.

Each week we will be focusing on a part of the political system. The three main divisions are the institutions, policy and politics. *The amount of time we will spend on each period will vary depending on the amount of important and relevant events that take place in that period, and the amount of knowledge you already have on it.* The course will not be a straight lecture of your book, nor consist of memorizing names. Rather, students will take an active role in searching for evidence, examining viewpoints, analyzing cause and effect, making conjecture and understanding the relevance of Political Science.

*This syllabus is a planned course of study that is subject to change by the professor. Change in assignments, readings, and due dates are made to facilitate individual and group learning as needed.*

## **WEEKLY COURSE SCHEDULE**

### **WEEK 1**

#### **Part I. A Framework for Understanding Comparative Politics**

##### **1. Introduction**

The Big Issues

Comparative Politics: What Is It? Why Study It? How to Study It?

Three Key Questions in Comparative Politics

Plan of the Book

- Where and Why

Key Concepts

### **WEEK 2**

##### **2. The Modern State**

Characteristics of the Modern State

- In Context: New States and the United Nations

Mini-Case: Somaliland

Historical Origins of Modern States

Weak and Failed States

- Where and Why: Failed States

Mini-Case: Afghanistan

Mini-Case: Sierra Leone and Liberia: Collapsed States

Case Studies in State Formation

- Country and Concept: The Modern State

Case Study: United Kingdom

Case Study: The United States

Case Study: Japan

Case Study: Germany

Case Study: Brazil

Case Study: Russia

Case Study: Iran

Case Study: India

Case Study: China

Case Study: Nigeria

Key Concepts

## **WEEK 3**

### **3. States and Citizens**

Regimes, Ideologies, and Citizens

Case Study: United Kingdom: “Cradle of Democracy”

Case Study: Russia

Case Study: Nazi Germany

Mini-Case: Tanzania’s One-Party Regime

Case Study: Brazil: The Bureaucratic Authoritarian State, 1964–1985

Case Study: Nigeria: Neopatrimonial Military Rule, 1966–1979 and 1983–1999

Case Study: The Islamic Republic of Iran, 1979–

Conclusion

- Country and Concept: The Modern State

Key Concepts

## **WEEK 4**

### **4. States and Identity**

The Debate over Identity

Nations and Nationalism

Mini-Case: Civic Nationalism in France

Case Study: Nationalism in Germany

Ethnicity and Religion

Case Study: The Strange History of Ethnicity and Religion in Nigeria

Mini-Case: Rwanda: Genocide and Ethnic Violence

Race

Mini-Case: Bolivia: Regional Conflict

Case Study: Racial Politics in the United States

Case Study: Race in Brazil

- In Context: Race and Ethnicity in Latin America

Conclusion

Key Concepts

## **WEEK 5**

### **5. States and Markets**

The Market, Capitalism, and the State

- Country and Concept: The State and the Market

Key Economic Debates

- Where and Why: The Successes and Failures of SAPs

Globalization: A New World Order or Déjà Vu All Over Again?

States and Markets around the World

Case Study: The United States: The Free Market Model

- In Context: Central Banks

Case Study: Germany: The Social Market Economy

Mini-Case: The European Union, Economic Sovereignty, and Globalization

Case Study: Japan: The Developmental State and Its Crisis

Case Study: Brazil: Modernizing Authoritarianism, ISI, and Debt Crisis

Mini-Case: Chile: Early Neoliberal Reformer

Case Study: Nigeria: Oil, Corruption, and Dependence

- In Context: Nigeria as an Oil Exporter

Case Study: The Judiciary” Germany and Brazil

Conclusion

Key Concepts

## **WEEK 6**

### **Part II. Political Systems and How They Work**

### **6. Governing Institutions in Democracies**

Institutions: Executives and Legislatures

Case Study: Parliamentary Rule: Britain and India

- Where and Why: Parliaments and Presidents

Case Study: Presidentialism: The United States and Brazil

Mini-Case: France’s Semipresidentialism

Case Study: Russia: Semipresidentialism in a New Democracy with Weak Functions

- In Context: Semipresidential Systems

Judiciary

Case Study: The Judiciary: Germany and Brazil

Bureaucracy

Case Study: Bureaucratic Control and Corruption: Japan and India

- Where and Why: Explaining Corruption
- Federalism
- In Context: Federalism Mini-Case: South Africa
- Case Study: Federalism: Brazil, India, Russia
- Conclusion
- Country and Concept: Snapshot of Governing Institutions
- Key Concepts

## **WEEK 7**

### **7. Institutions of Participation and Representation in Democracies**

- Formal Institutions: The Electoral System
- Where and Why: Women in Power
- Formal Institutions: Political Parties and Party Systems
- Mini-Case: Mexico
- Mini-Case: France and the Shift toward a Two-Party System
- Civil Society
- Case Study: United States: Evolution of a Two-Party, Pluralist System
- In Context: FPTP
- Case Study: Germany: Neocorporatism under Threat
- Case Study: Japan: A Dominant-Party System, Weak Civil Society, and Electoral Reform
- In Context: SNTV
- Case Study: India: From Dominant Party to Multiparty Democracy
- Conclusion
- Country and Concept: Parties, Elections, and Civil Society
- Key Concepts

## **WEEK 8**

### **8. Authoritarian Institutions**

- Where and Why: Authoritarian versus Democratic Rule
- Governing Institutions in Authoritarian Regimes
- Mini-Case: The “Politics of Survival” in Mobutu’s Zaire
- Mini-Case: Succession in Egypt and Zimbabwe
- Elections, Parties, and Civil Society in Authoritarian Regimes
- Case Study: China: From Communist to Modernizing

## Authoritarian Rule

- In Context: The Decline of Communism

## Case Study: Iran: Theocracy with Limited Participation

- In Context: Iran and the Middle East

## Case Study: Nigeria: Weakening Institutions under Military Rule

- In Context: Authoritarian Rule in Sub-Saharan Africa, 1970–2000

## Conclusion

- Country and Concept: Authoritarian Rule

## Key Concepts

# **WEEK 9**

## **9. Regime Change**

### The Military in Politics: Coups d'Etat

- Where and Why: Coups in Africa: Colonialism or Contagion?

### Case Study: Comparing Coups: Brazil and Nigeria

- In Context: Military Coups in Latin America by Decade
- In Context: Military Coups in Africa by Decade

### Revolution

### Case Study: Revolution: China and Iran

### Democratization

### Mini-Case: Philippines

### Case Study: Brazil: Model Transition and the Question of Democratic Deepening

- In Context: Freedom in Brazil and Latin America

### Case Study: Russia: Transition to Semi-Authoritarian Rule

### Case Study: Nigeria: Neopatrimonial Transition

- In Context: Freedom in Africa

## Conclusion

## Key Concepts

# **WEEK 10**

## **Part III. Issues and Policies**

## **10. Globalization, Economic Sovereignty , and Development**

Wealthy Countries: Deindustrialization and the Welfare State

Case Study: United Kingdom: Radical Reform in a Liberal Market Economy

Case Study: Germany: Struggling to Reform the Social Market Economy

- In Context: Government and Growth in the EU Development and Globalization

Mini-Case: South Korea's Economic Miracle

Mini-Case: Where Are the Middle Eastern "Tigers"?

- Where and Why: Asian Miracle versus African Malaise

Case Study: China: An Emerging Powerhouse

Case Study: India: Development and Democracy

Case Study: Brazil: Does Globalization Allow a Different Path?

Case Study: Iran and Nigeria: Struggling with the Blessings of Oil

Conclusion

Key Concepts

## **WEEK 11**

### **11. Public Policy When Markets Fail: Welfare, Health, and the Environment**

"Welfare": Social Policy in Comparative Perspective

Mini-Case: Sweden's Welfare State

- Where and Why: The Development of Welfare States

Case Study: Germany: Reforming the Christian Democratic Welfare State

- In Context: The German Welfare State

Case Study: The United States: Reforming the Liberal Welfare State

Case Study: Brazil: Starting a Welfare State in a Developing Economy

Health Care and Health Policy

- Country and Concept: Welfare, Health, and the Environment

- In Context: Health Care in Wealthy Countries, 2005

Case Study: Germany: Pioneer of Modern Health Policy

Case Study: United Kingdom: Reforming the NHS

Case Study: U.S. Health Policy: Trials and Tribulations of



the Market Model  
 Environmental Problems and Policy  
 Case Study: The United States: Pioneer that Lost Its Way?  
 Case Study: China: Searching for Sustainable Development  
 Case Study: Nigeria and Oil: A Question of Environmental  
 Justice and Sustainable Development  
 Conclusion  
 Key Concepts

## **WEEK 12**

### **12. Policies and Politics of Inclusion and Clashing Values**

Religion: Recognition, Autonomy, and the Secular State  
 Mini-Case: Islamic Headscarves in France and Turkey  
 • Where and Why: Explaining Policy Differences toward Muslims in Europe  
 Case Study: United Kingdom: Religious Challenge to Multiculturalism  
 Case Study: India: Secularism in a Religious and Religiously Plural Society  
 Gender: The Continuing Struggle for Equal Social Status, Representation, and Participation  
 Mini-Case: Women in Saudi Arabia and Kuwait  
 Case Study: Russia: Women through Social and Political Transformation  
 Case Study: Iran: Social Gains, Political and Cultural Restrictions, and Islamic Feminism  
 • In Context: Women in Iran and the Middle East  
 Sexual Orientation: Assimilation or Liberation?  
 Case Study: The United States: Birthplace of a Movement but Limited Policy Change  
 Case Study: Brazil: LGBT Rights in a New Democracy  
 Conclusion  
 • Country and Concept: Policies and Politics of Inclusion and Clashing Values  
 Key Concepts

## **Instructional Objectives**

The class will follow the following format. Learning objectives will be identified and described at the beginning of each class (written on board). I usually note the day and week that we are in for the semester. Keeping track of the number of weeks and days left in the course helps us to focus our efforts and redefine priorities.

Class discussion will center on those learning objectives stimulated by reactions to discussion questions, problems posed, or small group activity. This requires that students read assignments in advance to make the most efficient use of class time.

- The Political Science Perspective: Students shall be able to identify the questions, which have driven the development of theory in political science. What are the questions that this discipline specializes in? How is political science the same as other social sciences? How is it different? .
- Doing Political Science: The Scientific Study of Political Behavior, institutions, and *movements*: Students shall be able to identify the nature of the scientific research process and endeavor as it applies to the study of the problems and structure of the political world. Students shall be able to discuss the major methods and problems with doing research.
- Basic Political Science Paradigms/Concepts: Students shall be able to understand the construction, reproduction, and change of a) what motivates the individual in politics; b) group interests and special interests and c) political parties and government institutions as tools in the social construction of power in society, We will emphasize the exercise of power as it effects race ethnicity, gender, and class in the social stratification of society.
- Macro/micro connections: Students shall be able to demonstrate an understanding of how these tools and theories help them to connect their own biography to the current events around them.

## **Grades**

Students will demonstrate in examinations the ability to analyze the systems and processes of government and describe how they work A total of 4 exams will be used to determine final grade - the lowest grade will be dropped to calculate average. An additional 1-10 points may be added to the average, at the discretion of the instructor, for contributions to class discussions and learning and homework preparation.

## **Grading standard / Scale**

The following grading standard will be used:

Midterm Critical Analysis Paper	200 points
Final exams Crical Analysis Paper	100 points
2 Tests on Political Terminology ....	100 points
Chapter Quizes .....	180 points
Case Study (Class Presentation) .....	240 points
Class Participation.....	80 points
Service Learning .....	<u>100 points</u>
<b>Total</b>	<b>1000 points</b>

## **Scale**

**900-1000 points =A**

**800-899 points =B**

**700-799 points =C**

**600-699 points =D**

**0-599 points =F**

- A Superior work; student demonstrates comprehensive knowledge and understanding of subject matter and course objectives
- B Good; student demonstrates moderately broad knowledge and understanding of course objectives
- C Average; reasonable knowledge and understanding of course objectives
- D Pass without recommendation; minimum knowledge and understanding of course objectives
- F Failure; unacceptable low level of knowledge and understanding of subject matter. F is also for excessive absences, academic dishonesty or misconduct.

## **Service Learning Project.....100 points**

In any subject it is essential to use what you learn. Service learning is “the process of integrating thoughtfully organized service experiences with guided reflection to enhance student learning of course materials.” In a democratic society that virtually demands participation from citizens, use of civic and governmental knowledge is critical. In order to expand your opportunity to use your knowledge of government, students in this class will be expected to spend 12 hours in the Montgomery County community. In addition you need to turn in a journal reflecting on the service learning you completed detailing your experiences, what you learned challenges, and the contrast between the ideal principles of government and the actual reality of governing. More details about the service learning project will be available in the second week of the course.

## **Student Code of Conduct**

The Montgomery College Student Code of Conduct that outlines the policies, regulations, and procedures of the College regarding academic honesty and student behavior, including penalties and appeals, governs this class. It applies to all students at the College. The complete code can be found in **Web Links**, the student handbook and at [www.monteomerycollege.edu/verified/pnp/42001.doc](http://www.monteomerycollege.edu/verified/pnp/42001.doc).

Students are expected to maintain the highest standards of intellectual honesty and are prohibited from "cheating on assignments or examinations; submitting materials that are not the student's own; taking examinations in the place of another student; plagiarizing from written, video, or internet resources, assisting others in committing academic dishonesty, failing to use quotation marks for directly quoted material unless using block quotes or other accepted formats, and, copying from another student during examinations."

In addition, students have "the responsibility to treat the instructor and classmates with civility, respect and courtesy." "No student has the right to interfere with the freedom of the faculty to teach or the right of other students to learn."

Students who violate the guidelines of acceptable standards as described above or in the code, will receive a warning & a copy of which will be sent to the Dean of Student Development. If the student refuses to exhibit the stated behaviors, the matter will be referred in writing to the Dean of Student Development for action under the Student Code of Conduct.

## **CLASSROOM LEARNING TIPS**

### **1. TYPICAL CLASS DAY**

- Learning objectives are usually reviewed orally and placed on the board daily.
- Instructor usually notes week (we count down from week 1 through week 15) along with date so students can keep track of time remaining in the semester.
- We usually begin each "now chapter" by reviewing the chapter organization, summary~ and discussion questions (if any).
- Students are responsible for any questions, learning objectives, or material not covered during class. This means that if students are not prepared for class that we spend more time reviewing material you should have read at home and that we have "less time" to answer your questions. This also means you must cover the material on your own.

### **2. NOTE TAKING**

Don't feel you must write every word down (and miss big picture). Write down key points (main ideas) with supporting evidence (examples to support main idea). Listen and look for the big picture. If you have gaps, compare your notes with a study buddy.... Fill in gaps from textbook or readings... See instructor during office hours.

**3. LISTEN... BE AN ACTIVE NOT A PASSIVE LEARNER.** Sit at front of class or in a seat where the instructor can easily see your hand. Read material thoroughly and identify questions or areas you would like to have instructor go over in advance.

**4. ORGANIZING YOUR LEARNING SURVEY** the chapter you are reading first. What are the topics covered? What is the key vocabulary highlighted or in boldface. Are there review questions or summary at end to clue you in to KEY IDEAS? a READ the material. Stop at the end of every topic and make sure you understand what it said before going on to new section. \* REVIEW: Having surveyed the chapter, go through review questions. Review questions will increase comprehension and allow you to identify gaps.

**KEY IDEAS AND KEY WORDS.** Make sure you understand each idea, its definition and an example of it. For key words, be sure to understand the word, how it is used and its origin.

## **CLASSROOM EXPECTATIONS & Policies: Teaching & Learning**

**1. Student Handbook:** Students should refer to the **Student Handbook** for the official wording of all academic, classroom, and college wide policies. The policies contained in this syllabus are not intended to override or contradict those of the college or the Student Handbook.

**2. Critical Thinking:** Political Science is a learning process that requires the ability to think conceptually and analytically. This skill like all other skills, requires practice that is constant and at different levels of difficulty. The most learning takes place when you apply your new way of thinking to real life problems and situations of your own.

**3. Classroom participation and homework:** Learning requires your active participation. Plan on **spending an additional 2-3** hours per week outside of class doing your reading and preparing for class. There will be some "independent study" days when students can work alone or in groups on readings and assignments. These will be announced in class. Your homework is to read the material thoroughly, digest what you have read, and come prepared to present your questions and learning. Ask your question no matter how uncertain - there are no right" wrong or dumb questions. Every question and inquiry is important if it helps you and others in the class.

**4. Classroom Relationships:** I encourage you to find a study buddy or two from class. The telephone tree is to help you contact classmates for support on assignments and/or readings as required. Forming the tree on your own gives you the discretion to choose with whom you will share your home telephone number. You are not required to share your telephone with anyone you do not want to. Select your study buddy carefully so you can be a real help to each other. Let me know if this is not working for you.

**5. Attendance:** will be taken daily. Students are expected to attend all class sessions. You **are allowed three unexcused absences during the semester.** After three you will be dropped from the class. Financial aid policy requires that your attendance be monitored. If you anticipate a long absence (death in family, illness or other), please insure that we discuss your situation personally before the event or as soon as you learn that it will impact your attendance.

**6. Classroom Etiquette (arriving late/leaving early):** Class begins promptly at 11:00 a.m. Students entering the class more than 15 minutes after scheduled time will be counted as late / tardy, If you are tardy 3 times - it will count as one of your unexcused absences. If you must leave class early for some reason, please discuss it with me before class begins so that we can determine whether you should attend that session or not. You are rude to me and to your classmates when you leave us without explanation or disrupt our normal routine.

**7. Talking:** students talking disruptively in class will be asked to leave.

**8. Make up Exams and assignments:** Make up exams are usually not granted. They are available at the discretion of the instructor and requests must be substantiated by medical note or other good extenuating reasons. Students are allowed to drop one of their lowest test scores so a test "absence" will count toward this low score (in lieu of a makeup exam). In the event a make-up exam is granted, the instructor (not the student's calendar) will specify time, date, and location of make-up. Do not schedule vacations, dental appointments, etc. on test days. Assume that a test cancelled due to inclement weather (a "snow" day, etc.) will be held on the following class session.

**9. Diversity in Learning Style:** I am committed to meeting reasonable requests to accommodate individual needs and learning styles of students. If you have a disability

that will require accommodation , please contact the Disability Support Services office to obtain a letter authorizing your accommodations.

**10. Extensions/delays in submitting! work:** work shall be submitted on a timely basis. Requests for extensions to submit work must be secured from the instructor a week in advance -- not the day the assignment is due. Do not assume your absence from class excuses you from meeting the deadline to submit work

**11. Plagiarism:** Plagiarism: The writing in this course way require you to use the ideas and words of other writers in your papers. You must become familiar with using the MLA or APA style to credit those writers and avoid any possibility of plagiarism. Plagiarism is copying ideas from someone without acknowledging the sources of those ideas. Plagiarism is not tolerated and student may be subject to dismissal or other disciplinary action.

**12. Disability:**

*Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hour. In order to receive accommodations, a letter from Disability Support Services(R-CB122; G-SA175; or TP/SS-ST120) will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations are at:*  
[www.montgomerycollege.edu/dss/evacprocedures.htm](http://www.montgomerycollege.edu/dss/evacprocedures.htm).