

**PISc 150: Introduction to Comparative Politics**  
**Winter Semester 2009**  
**2-2:50 MWF – 250 SWKT**

**Prof. Kirk Hawkins**  
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**office hours: MW 12:30-2**

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**\*\*The TA office is in 383 SWKT\*\***

**Objectives**

For more information on Political Science learning objectives, visit [https://learningoutcomes.byu.edu/wiki/index.php/Political\\_Science](https://learningoutcomes.byu.edu/wiki/index.php/Political_Science)

- Become political scientists through practical opportunities to apply what you learn
  - Learn the basic concepts and theories of comparative politics
  - Develop significant expertise in the politics of at least one country
  - Improve your ability to read, reason, research, and write
- This course briefly covers most of the major theories, concepts, and methods of comparative politics, one of the principal subfields of political science. It is designed for students who are thinking of continuing on in political science or who have already chosen it as a major, and for students using the course to fulfill General Education requirements.

**Format**

The course is mostly a lecture course, but there will be many opportunities for discussion in class. You will also be asked to do research and assignments outside of class to help you master the material.

**Assignments and grading**

- Your grade will be based on the following assignments. Details are below.
- daily/weekly quizzes (25%)
  - lab assignments (25%)
  - midterm and final exam (15 and 30%)
  - attendance at Kennedy Center lectures (5%)

**My commitment to you**

Take the time to come by and meet me sometime during the semester, and please let me know as the semester goes by if certain assignments or the class format could be improved. I promise to listen. Your learning is important to me, and I will make every effort to ensure that it can happen.

**Required texts**

- Subscription to New York Times or read it online (nytimes.com)
- Shively, W. Phillips. 2007. *Power & Choice: An Introduction to Political Science*, 11 ed. New York: McGraw-Hill.
- Readings available on Blackboard.

## Grades and assignments

**TA office hours (383 SWKT)** This isn't a formal assignment, but I hope you will take advantage of the various hours that the TAs are available each week and try to visit them occasionally to get help on outside assignments, readings, and lectures. In a class this size, it will be harder for you to see the professor to get individual help, but the TAs can be a great resource for you. While I encourage you to visit me this semester, make a habit of seeing the TAs.

**Daily readings** A schedule of readings and assignments follows this section. Do the assigned readings before each class, and keep up on current events every day. Come prepared to participate in discussions or to ask questions about anything you don't understand. You will be quizzed daily on your readings and current events, and I will usually email study questions to help with your reading and prepare you for the quizzes.

**Quizzes 25%** To help you avoid cramming and to stimulate class discussion, **there will be daily and weekly quizzes** based on your most recent readings, lectures, and major current events. Quizzes on Wednesday and Friday will be very short (5 minutes) and include objective questions such as true/false, multiple choice, and definitions that cover readings for that day and the lecture from the previous day; the Monday quizzes will be up to 10 minutes long and include one or two short-answer questions that cover the entire week. That said, remember that the course gradually builds your knowledge, and quizzes will necessarily draw from previous class material. Current events are fair game on any day. Not all quizzes will be graded. Quizzes are administered promptly at the beginning of the hour—don't be late! Please note, however, that if you fill out the on-line course evaluation at the end of the semester, I will drop your three lowest quiz grades (one M, two W/F).

**Labs 25%** You are assigned ten different lab assignments. These require research outside of class and are designed to give you a little more practical experience with political science and to expose you to real data and sources. The labs are not random chores but carefully integrated parts of class discussions. Take a little time and follow the instructions carefully. I encourage you to work with other students on them, but you must write up your own results. All labs are due at the beginning of class on the day listed in the syllabus; late labs lose a full grade for every 24 hours they are late. If you complete the online course evaluation at the end of the semester, you can drop your lowest lab grade.

**Midterm and final exam 15+30%** The midterm and final have nearly identical formats. They include objective and short-answer questions and are comprehensive. Your quizzes and study questions provide a study guide for both exams, so keep them.

**Kennedy Center lectures 5%** To enrich your learning and to help you participate in the larger BYU community, you will be required to attend at least 5 of the lectures sponsored by the Kennedy Center this semester, usually in 238 HRCB. A schedule of these lectures is available online at <http://kenedy.byu.edu/>; just click on the days of the calendar. For each lecture you attend, you must submit a one-paragraph summary that will be graded pass/fail. These should be turned in during class. If you have any questions about whether a particular lecture counts towards this requirement, please contact one of the TAs. Please note that you must attend the live lectures; the Kennedy Center podcasts are not appropriate substitutes.

**Online course evaluation** The university asks that you fill out the online course evaluation at the end of the semester. The results of this evaluation are very important to me and my department, and I use your written comments to improve the class. If you do the evaluation on time, I will compensate you by letting you drop your three lowest quiz grades (one Monday and two Wednesday/Friday) and your lowest lab grade.

**Participation and attendance** Not formally graded. However, the class lectures, discussions, and quizzes are extremely important for your learning and your grade. I strongly encourage you to come to class, ask questions, and join in discussions.

**Making up assignments** Because of the size of our class, it will not be possible for me to administer make-up quizzes or other assignments except for BYU-sponsored activities and events, in which case you should see me directly. That said, I have tried to give you some leeway for illness, unforeseeable events, personal commitments, or tardiness by allowing you to drop several quizzes and a lab assignment if you complete the online course evaluation at the end of the semester. This essentially allows you to miss a week of class without penalty. If you do miss a few classes, of course, you should try to learn the missed material for the midterm and final exams. Study questions, quiz questions, and my Powerpoint slides will all be placed on Blackboard.

**University  
Policies****Honor Code Standards**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact **be** your own work and not that of another. Always provide references to the sources of your ideas and data, and never reprint large pieces of published material without using appropriate punctuation marks (quotation marks or, for more than a few lines of cited text, indentation). This applies to material you find on the Web as well as traditional published material. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Preventing Sexual Discrimination or Harassment**

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

**Students with Disabilities**

If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center (2170 WSC, 422-2767). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

## Reading and Assignment Schedule

(P&C is the textbook; all other readings are on Blackboard)

UNIT 1: INTRODUCTION AND BASIC THEORIES		
Jan. 5	Introduction and business	
7	What is comparative politics? Politics, political science, and comparative politics; method	<i>Reading for today</i> —P&C Chapter 1, “Politics: Setting the Stage” <b>Lab 0 due</b>
9	Modern ideologies	<i>Reading for today</i> —P&C Chapter 2
12	Theories and Science	<i>Readings</i> —P&C Appendix <b>Lab 1 due</b>
14	Theory 1: Rational Choice	<i>Readings</i> --Shepsle and Bonchek, “Rationality: The Model of Choice,” pp. 15-35
16	Theory I: The Collective Action problem; institutions	–Olson, “The Rise and Decline of Nations” (Chapter 2), pp. 17-35
19	<b>MLK Day—no class</b>	
21	Theory II: Culture and Meaning	–Little, “Varieties of Social Explanation: Chapter 4 Interpretation Theory,” pp. 68-87
UNIT 2: BASIC PROBLEM AREAS		
23	The state	—P&C Chapter 3
26	The state, cont.	<b>Lab 2 due</b>
28	Policies of the state	—P&C Chapter 4
30	Policies of the state, cont. (Your policy)	<b>Lab 3 due</b>
Feb. 2	Economic development	—P&C Chapter 5
4	Economic development, cont.	
6	Economic development, cont.	<b>Lab 4 due</b>
9	Democracy and autocracy	—P&C Chapter 7, pp. 149-51, 159-78 ; Mosiah 29
11	Democracy and autocracy, cont.	—P&C Chapter 7, pp. 151-59
13	Political culture	—P&C Chapter 8
16	<b>Presidents Day—no class</b>	
17 (Tue)	Political culture, cont.: Populism and pluralism	<b>Lab 5 due</b>
18	Political culture, cont.	
20	<b>Midterm exam—in class</b>	
UNIT 3: KEY POLITICAL INSTITUTIONS		
23	Constitutions and federalism	—P&C Chapter 9
25	Constitutions and federalism, cont.	<b>Lab 6 due</b>

27	Parliamentary government (definitions; legislatures; committees)	—P&C Chapter 14
Mar.2	Parliamentary government (consensual vs. majoritarian)	
4	Presidentialism (definitions; pres. vs. parl)	—P&C Chapter 15
6	Presidentialism, cont.	<b>Lab 7 due</b>
9	Bureaucracy and civil service (Weberian concept, merit vs. patronage)	—P&C Chapter 16
11	Bureaucracy, cont. (dilettante vs. expert)	
13	Law and the courts	—P&C Chapter 17
16	Elections (purposes, electoral rules)	—P&C Chapter 10
18	Elections, cont. (participation, vote choice)	
20	Elections	<b>Lab 8 due</b>
23	Political parties	—P&C Chapter 11
25	Political parties, cont. (party systems)	
27	Political parties, cont.	<b>Lab 9 due</b>
30	Interest groups	—P&C Chapter 12
Apr. 1	Interest groups, cont. (corporatism & pluralism)	
3	<b>No class—Prof. Hawkins at conference</b>	
6	Interest groups, cont	<b>Lab 10 due</b>
8	Social movements and contentious politics	—P&C Chapter 13
10	Social movements, cont.	
13	Conclusion and review for final exam	
15-16	Reading Days	
Apr 20 (Mon) 7-10 am	<b>Final Exam—in class</b>	

## **Lab 0: Definitions (5 points)**

### **Purpose**

To help you begin to improve your research skills and to begin thinking about some fundamental concepts in Political Science.

### **The assignment**

Consulting a dictionary or other authoritative source, come up with definitions for the following terms and write them on a single piece of paper. Then, compare these dictionary definitions with those found in (or implied by) the textbook and tell me which one you think is better and why. Only include and discuss definitions that you think might be relevant to this class.

politics  
state  
science  
theory

Please type this assignment and—although it is relatively short—use good spelling and grammar. You can work together in groups, but you must do the final write-up on your own. Include appropriate bibliographic references at the bottom of the page or on a separate sheet of paper.

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### **Sources**

Although you can use a hard-bound dictionary, there are also a number of good on-line ones such as m-w.com. Look around and find one you like and might use for the rest of the semester.

## Lab 1: Measuring Democracy and Economic Development (10 points)

### Purpose

To familiarize you with quantitative data on two important concepts, democracy and development, and to give you an initial feel for what political scientists do.

### The Assignment

1. Look up numerical indicators for (a) democracy and (b) economic development using the sources listed below (or an alternate source that you feel is appropriate). In less than one typed, single-spaced page of text, use this data to describe the level of democracy and development in **two** countries during the past year for which data are available (just one indicator for each concept, for a total of two data points per country). You must give the numerical data for each indicator **and** describe the meaning of these numbers in words. **NOTE:** For the economic development indicator, you need to use a measure that accounts for population, such as per capita GDP; do not use growth trends since you are only considering one year.
2. Political scientists claim that there is a correlation between democracy and economic development—specifically, that development *causes* democracy. Do you see such a correlation in your data? Assuming the political scientists are right, what explains the correlation? Provide what you think is a good, potential answer. No outside sources are needed for this answer.

For this task, assume you are writing to an audience of upper-classmen in political science, and include appropriate information and explanations. You can work together in groups, but you must do the final write-up on your own. Use good spelling, grammar, punctuation, and style. Also, provide documentation for your sources. You may add an additional page for works cited.

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### Sources

There are many nice web sources on economic data, but basically only one readily accessible one with democracy data. Most of these are also available in print in the library:

Economic development:

--World Bank. [www.worldbank.org](http://www.worldbank.org)

--UN Economic Commission for Latin America and the Caribbean (CEPAL/ECLAC).  
[www.cepal.org](http://www.cepal.org)

--UN Development Programme. [www.undp.org](http://www.undp.org)

--International Monetary Fund (IMF). [www.imf.org](http://www.imf.org)

Also, the HBL library has a very nice source of economic data called the World Development Indicators database, a service of the World Bank. You can find it on the library's home page by searching for databases alphabetically.

Democracy:

--Freedom House. [www.freedomhouse.org](http://www.freedomhouse.org) Look for their Freedom in the World index, a 7- or 14-point scale depending on which component (political rights and civil liberties) you include.

## Lab 2: The State (10 points)

### Purpose

To help you choose a country to work on, to familiarize you with the concept of the state, to help you learn theories of state formation, and to help you apply rational choice and cultural theories

### The Assignment

Please do the following in less than one typed, single-spaced page:

1. Read up on a country that interests you—one that you would like to focus on for the rest of the semester—then describe it as a state and say whether its state is relatively strong. Although you should make a clear, broad claim about the strength of the state, you will also need to describe most or all of the following:
  - When and how the country became independent
  - The current regime type (try Freedom House again)
  - What person or party is currently the head of state and when they came to power
  - How stable the government appears to be and how stable it has been in the past (you should probably emphasize such things as how many different constitutions and how many irregular transfers of power or regime transitions it has had; rough data will do)
  - The size and effectiveness of the civil service and military (hint: for the civil service, try looking at corruption data)
  - Whether there currently is or has been any ethnic conflict or civil war
2. In one good paragraph, draw on the readings in the textbook (pp. 51-53) and the information you have about your country to provide a historical explanation for why your country has a weak or strong state. Make certain to identify which kind of theory yours is, rational choice or cultural, and to explain this classification if it isn't obvious. The book's explanation can be your theory (it is a roughly rational choice one), but if you use it you should explain how your country exemplifies it. Your explanation does not have to draw on any other readings than the textbook, although you are free to do so (include appropriate citations).

For this assignment, assume you are writing to an audience of upper-classmen in political science, and include appropriate information and explanations. You can work together in groups, but you must do the final write-up on your own. Use good spelling, grammar, punctuation, and style. Also, provide documentation for your sources. You may add an additional page for bibliographic information.

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### Sources

Some good general sources are the CIA Factbook (look at [www.cia.gov](http://www.cia.gov) under “Library: Publications”), the country reports at the website of the Library of Congress, and the Country Profiles on the website of the BBC. Additional data sources include Freedom House (see their individual country reports—these give lots of information) and Transparency International's Corruption Perceptions Index ([www.transparency.org](http://www.transparency.org)).

### Lab 3: A Policy (5 points)

#### Purpose

To familiarize you better with your country, to help you apply rational choice and cultural theories, and to help you see the relevance of political science for policy analysis.

#### The Assignment

Please do the following in just one typed paragraph:

1. Read up on the country you are studying—by looking in the news, websites, books, journal articles, or other reliable sources—and describe a specific, doable policy or reform that should clearly be implemented in this country. Make certain to explain why this policy would be beneficial and how it would work.
2. Speculate a bit and give both a rational choice explanation and a cultural explanation for why the policy hasn't been implemented yet. You need not have any external references for this discussion, but you should give thoughtful answers and make clear which explanation is rational-choice and which one is cultural if it isn't evident.

Again, assume you are writing to an audience of upper-classmen in political science, and include appropriate information and explanations. You can work together in groups, but you must do the final write-up on your own. Use good spelling, grammar, punctuation, and style. Also, provide documentation for your sources. You may add an additional page for bibliographic information.

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#### Sources

Consider talking with people who have lived in the country to get their opinions on what would make a good, doable policy change. A good source for English-language newspapers in other countries (or major local-language newspapers) is [abyznewslinks.com](http://abyznewslinks.com).

## Lab 4: Economic Development and Governance (10 points)

### Purpose

To learn more about the concept of economic development and its political causes, and to sharpen your quantitative skills.

### The Assignment

Using Excel or a similar computer program, create a graph that compares the level of economic development and the level of corruption across all countries of the globe (or as many for which you can find data) for just one year. The graph should probably be a *scatterplot*.

Then, in no more than typed, single-spaced page

- *describe* your choice of indicators and the relationship between corruption and economic development that the graph conveys. This will take up to two paragraphs. Because you know a bit more about appropriate indicators now, you will be judged on your choice of data.
- *explain* (in the sense of providing a causal theory) the association you find between corruption and economic development. Provide *both* a rational-choice explanation *and* a cultural one. Your explanations may not be perfect or rely on a literature review, but do your best to either provide your own, plausible explanations or to draw on ones you may have heard or read about in other classes. Make certain to include appropriate citations if you refer to any published research.

As usual, assume you are writing to an audience of upper-classmen in political science and include appropriate information and explanations. You can work together in groups, but you must do the final write-up on your own. Use good spelling, grammar, punctuation, and style. Also, provide documentation for your sources of data and (if you have any) outside theory. You may add an additional page for bibliographic information.

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### Sources

Creating a graph like this (not to mention downloading the data) may be challenging for new students. Remember that you don't have any more readings this week, and plan on setting aside a few hours to figure out this task. The TAs are an especially good source of helpful advice, including how to make the graph or download data.

Many of the sources you have already used will be helpful here. You can find annual data on most economic development indicators on the World Development Indicators database, available through the HBLL's online electronic database. Annual corruption data for most countries in the world can be found either at the Transparency International (TI) website (look for their Corruption Perceptions Index) or the World Bank's Governance Matters website (which measures corruption and a few other related aspects of government). The Governance Matters data is already in a nice spreadsheet format but is not quite as intuitive to understand as the TI data.

## Lab 5: Political Culture (10 points)

### Purpose

To improve your research skills, to familiarize you with basic survey data, and to help you think more about the politics of implementing a policy in your country.

### The assignment

In no more than 1 typed single-space page, use survey data or other, more qualitative evidence to describe where your country stands with respect to ONE of the attitudes associated in your readings with support for democracy: tolerance, political information, or support for democracy (in the abstract or in terms of its current performance). Then, in at least one paragraph, explain whether the data from your country supports the view that these attitudes matter for democracy. Your answer should take into account (a) the quality of the survey data, (b) the validity of the measure, *and* (c) the basic theory linking this attitude to democracy.

Make certain to explain the source(s) (size of the survey, when it was done, sample, and who performed it), the survey question(s) (including the wording and the scale used to represent the results), and of course the actual numbers and what they mean; comparison here with data from other countries (including that mentioned in the book) may be of great help. You may also find it helpful to summarize some data in a table, but this is not required, and you should be judicious in how many numbers you present.

Assume you are writing to an audience of upper-classmen in political science, and include appropriate information and explanations. Use good spelling, grammar, punctuation, and style. Also, provide documentation for your sources--newspaper, textbook, or otherwise. You may add an additional page for bibliographic information.

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### Sources

A variety of online sources will have survey data for your country. The World Values Survey website is a good place to start, although they may not cover your country. Their website is [www.worldvaluessurvey.org](http://www.worldvaluessurvey.org). Most regions now have some kind of "Barometer" (Eurobarometer, AmericasBarometer, etc.) with a website that includes written reports of the most recent survey. Local surveys by newspapers or results published in older studies of the country are also useful, but may not be as valid.

## Lab 6: Constitutions OR Federalism (5 points)

### Purpose

To improve your research skills, to familiarize you with basic political institutions in general, and to help you learn more about your country.

### The assignment – Option 1

In no more than one, typed single-space page, identify whether your country has

- a written constitution
- how long it is
- when it was created
- how stable its constitutions have generally been
- how many amendments this one has
- how it is amended.

### The assignment – Option 2

In no more than one, typed single-space page (and probably less), explain whether your country is *federal*. Specifically, explain whether local levels of government have:

- Directly elected mayors and governors (or their equivalent in your country), or whether these officials are appointed
- Significant powers to raise their own revenues (for example, though a locally administered sales tax), or at least a firmly guaranteed source of funding from the national government
- Some kind of guaranteed or reserved constitutional powers (that is, the national government can't veto everything the local legislatures or councils enact)

For either option, assume you are writing to an audience of upper-classmen in political science, and include appropriate information and explanations. Use good spelling, grammar, punctuation, and style. Also, provide documentation for your sources--newspaper, textbook, or otherwise. You may add an additional page for bibliographic information.

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### Sources

**Option 1:** A variety of online sources will almost certainly have the constitution of your country in English. Try <http://confinder.richmond.edu/country.php> to start.

**Option 2:** An excellent online source for many of you is the *Handbook of Federal Countries*, available as an e-book on the HBLL website. Use the 2005 edition, which is the electronic one. Bear in mind that it only includes federal countries; if your country is not federal, it won't be in the book. You may also find the constitution of the country to be some help, although this usually only covers the first and possibly the third points mentioned above. For sources of constitutions, see <http://confinder.richmond.edu/country.php>

## Lab 7: Executive and Legislative Institutions (15 points)

### Purpose

To improve your research skills, to familiarize you with basic political institutions in general and the relationship between executive and legislative institutions in particular, and especially to help you learn about institutions in your country.

### The assignment

In no more than one typed single-space page, answer the following:

1. For a country that interests you, categorize the executive institution using the typology from the class or from some other published source (for example, “semi-presidential” or “parliamentary”). In addition to labeling the types of executive institution, use prose to list or describe the traits that make it fit this category.
2. For that same country, describe its legislative and executive branches to determine whether the system is “majoritarian” or “consensual.” Make certain to consider as many of the following as possible to avoid drawing an incorrect conclusion: the number of chambers in the legislature and the powers of the upper one, the effective number of parties, party discipline, federalism, and the strength of checks and balances.

For both of these tasks, assume you are writing to an audience of upper-classmen in political science, and include appropriate information and explanations. Use good spelling, grammar, punctuation, and style. Also, provide documentation for your sources--newspaper, textbook, or otherwise. You may add an additional page for bibliographic information.

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### Sources

A variety of sources will have most of this information on the executive branch, including standard references like Wikipedia or the CIA World Factbook. The nature of the legislature may be more difficult to find. Arend Lijphart’s books on the subject of political institutions may have your country listed in the data appendices. You can also consider the database of the Interparliamentary Union, <http://www.ipu.org/parline-e/parlinesearch.asp>, as well as Electionworld.

## Lab 8: Electoral Rules (10 points)

### Purpose

To improve your research skills, to familiarize you with basic concepts regarding electoral rules and the effective number of parties, and to help you analyze one of the most basic laws of political science.

### The assignment

In no more than 1½ typed, single-space pages, explain the following:

1. For the country you are studying, identify the electoral rules for national legislative elections, including district magnitude, formula, number of votes/second tier/hybrid, list structure, and thresholds
2. For this same country, identify the effective number of parties.
3. In one good paragraph, answer the following: What is the likely effect of these electoral rules on partisan competition, especially the effective number of parties? Have they in fact had this effect? Why or why not? As you try to explain the outcome you see, make certain to reflect on the explanations you read in the textbook.

For both of these tasks, assume you are writing to an audience of upper-classmen in political science, and include appropriate information and explanations. Use good spelling, grammar, punctuation, and style. Also, provide documentation for your sources--newspaper, textbook, or otherwise. You may add an additional page for bibliographic information.

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### Sources

[www.ipu.org](http://www.ipu.org) (Look under the link to the “Parline’ database”) will be a good place to start your research, although it may not include all of the information you need. Electionworld should have results of the latest election, which you need to calculate the effective number of parties.

## Lab 9: Parties and Party Systems (10 points)

### Purpose

To improve your research skills, to better familiarize you with basic concepts regarding political parties, and to help you learn about the political parties and party system in your country.

### The Assignment

In no more than 1 ½ single-spaced pages, and in the order you choose, do the following.

1. List the key parties in your country and describe their electoral strength, including role in past or present governments; stance on issues (especially the party “family” to which each party belongs); democratic (pluralist) qualities; and when they were founded and if this history colors their current behavior.
2. Categorize the resulting party *system* using the categories from the readings and class, and justify this categorization.
3. Do particular parties or the party system create a problem for democracy in your country, or do they seem to facilitate it? Briefly explain your answer.

Assume you are writing to an audience of upper-classmen in political science, and include appropriate information and explanations. Use good spelling, grammar, punctuation, and style. Also, provide documentation for your sources—newspaper, textbook, or otherwise. You may add an additional page for bibliographic information.

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### Sources

You may want to start your research by looking at the latest results and party descriptions on Electionworld in Wikipedia, which will provide information on the effective number of parties in the most recent election, as well as some very brief descriptions of party stances and some possible links to other websites; however, most of you will have to look up additional sources in the library (books, articles, or online resources) to learn more about the parties and the issues in these countries.

## Lab 10: Interest groups (10 points)

### Purpose

To improve your research skills, to familiarize you with basic concepts regarding political organization, and to help you think more specifically about groups in civil society that might oppose the policy you are proposing.

### The assignment

In no more than one typed, single-spaced page, for the country you have chosen

1. Compare a very old, traditional interest group (say, something over 100 years old) and a relatively new interest group. Discuss:
  - the size and nature of their constituencies (how many members, who they appeal to or draw from)
  - how long they have been active
  - what kind of role they generally play in politics (typical tactics, how much impact they have), including perhaps some specific recent examples
  - their stances on key issues
2. Tell me whether or not the country seems to have a pluralist or a corporatist form of interest group intermediation. Many countries will be “in between” cases, and a few countries with highly totalitarian forms of government may arguably not have enough civil society to talk about a type of interest intermediation, but you should at least thoughtfully address this question and bring some data to bear.

Assume you are writing to an audience of upper-classmen in political science, and include appropriate information and explanations. Use good spelling, grammar, punctuation, and style. Also, provide documentation for your sources--newspaper, textbook, or otherwise. You may add an additional page for bibliographic information.

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### Sources

The CIA World Factbook usually lists some of the prominent interest groups in most countries. This will help you get started by helping you identify them. However, the World Factbook usually doesn't contain all of the additional information you will need, and so you will probably need to do additional research online or in the library. Basic descriptive books about the country's politics will be especially helpful (including, say, a chapter from a regional politics textbook), as is your general knowledge of the country. Remember that many different kinds of organizations count as interest groups, as long as they play *some* intentional role in politics.

P1Sc 150 - Winter Semester 2009

I give permission for Professor Hawkins and his Teaching Assistants to return my assignments in class in a stack of papers that will be passed around the room, but with my grade covered up.

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Signature

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Date

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Your name, spelled out

I do NOT give permission for my assignments to be returned in class. I understand that they will instead be placed in a folder with the secretaries in 745 SWKT, that I must go get them, and that they may not always be available on the same day that they are handed back in class.

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Signature

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Date

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Your name, spelled out