Instructor Information

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Office Hours: 9-10:30 am Friday. 1:50-3:20 Wednesday & by appointment
Class Locations: KMBL 793
Class Times: MW 9:30-10:45am

Course Overview and Objectives

This course focuses on the abuse of power in politics. Governments must have power in order to govern and perform the most basic functions of providing physical security for their populations. Many discussions of political institutions debate how best to limit the powers of government, but experience has sadly shown that governments are often able to exercise power in ways that are outside of the legitimate scope of government; make use of that power for personal gain of politicians; or abuse the basic rights of some of the state’s subjects. This course examines some of the ways that governments (and the people in them) can and do use their powers in ways that those they govern may not choose. We will also discuss a range of possible reactions by citizens and international actors when states transgress the legitimate boundaries of their power.

This course is a research and writing course. In this course, you will complete an original article-length research project. You will need to employ skills you gained in previous political science courses to select an appropriate research question; design a research project; locate materials to help you in your research; write and revise multiple drafts; and use appropriate evidence to make your case. You will work with your classmates to give and receive appropriate feedback on your work at various stages of development as well as receiving guidance from the professor. You will also present your findings in two high-quality oral presentation (one in-class and one at a poster conference). This course is an opportunity for you to choose a topic that you find interesting and important and then learn and teach others something new about it. Though you are not required to do quantitative analysis in this class and many questions are best answered through other methods, it is inappropriate to avoid quantitative analysis when that would be the best or one of the better methods of answering your research question. You need to be able to identify and evaluate different research methods, sources, and data, and properly cite your sources. This course meets the General Education requirement for Advanced Writing and Oral Communication. Below are the description and learning outcomes for this requirement.

GE Requirements for Advanced Writing and Oral Communication

The BYU Mission Statement and the Aims of a BYU Education identify the ability to communicate effectively as a primary skill that students should acquire in a broad university
education. Writing forms the foundation of both a method of learning and a way to communicate that learning. Effective writing requires students to “engage successfully in logical reasoning, critical analysis, moral discrimination, creative imagination, and independent thought” (Aims).

The advanced written and oral communication requirement builds on first-year writing by introducing students to discipline-specific writing. In courses that fulfill this requirement, students learn to write and present for multiple audiences, including specific disciplinary, professional, or public audiences. They learn the rigor of disciplinary writing, reading, and research and refine their skills of written and oral expression.

Learning Outcomes

1. **Disciplinary Writing.** Students will demonstrate rhetorical knowledge by writing clearly; focusing on a well-defined purpose; using conventions of format and structure fitting the discourse community; arguing appropriately; and adopting a voice, tone, and level of formality suited to specialized academic, professional, or public audiences. Students will produce, among other assignments, a substantive single-authored research paper, and they will show rhetorical flexibility by writing at least once for a general audience.

2. **Academic Research.** Students will use appropriate research tools and processes, including library research. Students will identify and evaluate sources, retrieve and evaluate data, take notes, and follow conventions of quoting, paraphrasing, and summarizing. They will cite sources properly and demonstrate an understanding of ethical issues related to research, including how to avoid plagiarism.

3. **Writing Processes.** Students will prewrite, draft, revise, edit, and proofread. The course should support these skills with instruction in some of the following processes: collecting data, finding and synthesizing evidence, and creating sound arguments; organizing the material for a paper; writing successive drafts of the same paper; writing collaboratively; peer reviewing; revising; improving style; editing grammar, usage, and punctuation; and using conventional formats. These processes will reflect practice of inquiry within the appropriate discourse community.

4. **Oral Communication.** Students will effectively give a formal oral presentation that requires public speaking skills, presentation media, and a prepared message. Students will focus on a topic, adapt it to the understanding of a particular audience, organize the main points coherently and support them with adequate detail, and deliver a message effectively using appropriate visuals. The delivery could occur in a poster conference, an in-class presentation, as part of an undergraduate research conference or professional conference, or as part of a public presentation.

5. **Knowledge of Conventions.** Students will understand the genres, forms, styles, and documentation conventions of writing for their discourse community. They will also gain skills in editing, syntax, grammar, punctuation, and spelling.
In this course, the requirements for the article-length research paper will be guided in multiple stages to meet each of these learning requirements. Class discussions and assignments will guide you in searching, organizing and properly documenting sources according to disciplinary conventions. Individual meetings with the professor will provide tailored guidance on data collection, synthesizing evidence, and creating sound arguments working with your topic. You will work through several drafts while receiving feedback from the professor and your classmates. You will present your findings both as an in-class presentation and as part of a poster conference.

This course also seeks to help you reach the department learning outcomes as outlined below.

**Political Science Department Learning Outcomes**

1. Demonstrate advanced understanding of the discipline of political science, including familiarity with each of the four major subfields: American politics, comparative politics, international relations, and political philosophy.

2. Think critically and analytically about government, political processes, and political theories, including the components of a good society.

3. Use rigorous methods of research design and analysis to answer political questions, including multiple research methodologies.

4. Write and speak with originality and clarity, providing reasons and evidence to support claims using proper citation of source material.

5. Collaborate effectively with others, including participation in political processes and engagement on issues of political importance.

The readings for this course include professional political science analyses in the fields of American politics, Comparative Politics, and International Relations as well as several texts in political theory. Class discussions and the process of crafting and refining your research question promote critical and analytical thinking about the difficulty of designing good government and how political processes can be changed to addresses abuse of power in government. The process of writing the research paper will require you to effectively utilize design and analysis. The paper itself (in all its stages of writing and revision), your comments on other students’ drafts and, your oral presentation require you to hone your ability to clearly convey your ideas. In addition, the process of writing the research paper is guided to enable you to develop high-quality productive writing processes.

**Assignments and Grading**

This course does not include either tests or quizzes. The readings and class discussions will be helpful for your research, but it is possible that your chosen research topic will not directly relate to the course readings. However, they will be beneficial for you because they give you a broad
understanding of the issues of abusing and preventing the abuse of power that you would miss if you concentrated only on the narrow topic of your research paper. They will be useful to you as you define and think through conceptual issues that are important in designing your research and framing your questions.

The assignments for this course are as follows:

1) Brief Research Proposal: Submit a typed one-page explanation of the topic related to the course you are interested in researching for your paper and why. Due Sept 24. 3%

2) Annotated Bibliography: For this assignment, you will need to identify 20 or more pieces of academic writing (journals articles, books, working papers, government policy papers, etc. You may use news articles from high quality newspapers if your topic is very current, but these cannot make up more than 5 of your twenty sources. You are welcome to use more than 5, but you must still have at least 15 academic sources.) An annotated bibliography is not simply a list of citations. The annotation is at least one paragraph and includes a summary, assessment, and reflection of how/why this piece informs your research. You also need to organize the literature thematically according to what bodies of literature it addresses. You will receive further instructions in class. For some preliminary guidance, check out https://owl.english.purdue.edu/owl/resource/614/01/. Due Oct 15. 5%

3) Research Proposal: This should follow the instruction you received on qualitative or quantitative research designs in PL SC 200. You must address your research question, provide a relevant and analytical literature review, discuss how your research will contribute to the existing literature, identify your evidence, and describe how you will analyze them (design). You will receive further instructions in class. Due Oct 26. 10%

4) Peer Review of the Research Proposal: You will make extensive marginal comments and detailed comments on the proposal. Include both praise and criticism as appropriate. You may correct grammar, but your focus should be on the style of writing and the content of the proposal. Is it clear what question they want to answer and how they propose to answer it? Does the method they have selected for presenting empirical evidence seem appropriate for the topic? Do you think it is convincing? Are there alternative hypotheses they should be considering? Do they need more carefully to define a concept? Peer reviews that are too brief, ignore either ideas or writing style, or are incorrect, confusing or offensive will not be evaluated highly for this assignment. Apply the golden rule here—be as helpful to the author as you want your reviewers to be to you. Due Oct. 31. 2%

5) Draft of Paper: Notice this does not say “rough draft” or “first draft.” Revision is an essential part of good writing. For this assignment, I expect a complete and relatively polished draft so that I can provide useful feedback. Due Nov 20th. 15%

6) Peer Review of Draft Paper: The standards for this review are the same as those listed above for the peer review of the research proposal. Due Nov 28th. 5%

7) Oral Presentation: Each student will give a presentation in class. The presentation must be polished, concise, and targeted to a general audience. You will want to “organize the main points coherently and support them with adequate detail, and deliver a message effectively using appropriate visuals” (GE Advanced Writing Learning Outcomes). Your classmates will then have a few minutes to ask you questions. You will be graded on the standards posted on Learning Suite and your response to questions that follow your presentation. Dec 3, 5, and 10 and 12 in class (sign-ups will occur Nov 14th in class). 3%
8) Poster Presentation: The department is holding a research poster conference (tentatively scheduled for the afternoon of December 12th). You will need to prepare a poster 1-2 weeks before for submission and printing. There will be prizes for the best posters. This is an effective way to be able to very concisely present your questions and findings. Visual presentation is very important for a poster. 2%

9) Final Paper: This should be an improved and revised version of your Draft Paper. Final papers that do not address issues raised by peers or the professor in the draft will be penalized. Due Dec. 13th by 11:59pm (uploaded to Learning Suite). 45%

10) Class participation: For every class, I ask that each student prepare at least one discussion question for one of the assigned readings on abuse of power. This is not a factual question about information in the text, but rather a question about how the article or chapter applies to other things we studied, broader moral questions, specific cases of politics, etc. Additionally, at least one student will be called on to lead discussion of the readings assigned for that class. That student must be ready to summarize and to analyze each reading. When summarizing readings in class keep in mind that you are presenting the basis for the class discussion, you’re not responsible for teaching the whole reading.

- Don’t give details of the readings. Everyone else has done the reading, too.
- State the major point and briefly summarize the reading in a few sentences.
- Present two major arguments found in the reading.
- Explain why this reading is significant, given what we have learned to date.
- Field questions and comments by your classmates.

Even when you are not leading the presentation, you are expected to answer questions or make substantive comments every class period. Sometimes we will use in-class writing assignments. I keep track of comments and participation. If you miss class, come late, or your comments do not meet expectations, the evaluation of your participation will be negatively affected. 10%

Final letter grades will be assigned using the following scale: A (94-100), A- (90-93.99), B+ (87-89.99), B (83-86.99), B- (80-82.99), C+ (77-79.99), C (73-76.99), C- (70-72.99), D+ (67-69.99), D (65-67), D- (60-64), and F (59 and below).

If you have reason to believe that a grading error has been made, you may submit a detailed argument in writing, outlining why you believe your grade to be in error; a clean copy of the assignment you originally submitted; and the returned copy of the assignment (with notes and the original grade). You must submit these within 10 days of receiving your grade-- after that, I will assume you have accepted the grade assigned.

Civility
Please mind your manners in class. This means that you should arrive promptly, avoid surfing the internet or reading newspapers during class, avoid packing up bags prior to the end of class, and refrain from talking/texting on cell phones during class. It also means that you will be civil in all discussions. Each class member should feel free to express an opinion. Lively debate is
intellectually stimulating and healthy. Demeaning another class member or making derogatory
generalizations about any group of people are unacceptable behaviors.

**Academic Integrity**

While all students sign the honor code, there are still specific skills most students need to master
over time in order to correctly cite sources, especially in this new age of the internet; as well as
deal with the stress and strain of college life without resorting to cheating. Please know that as
your professor I will notice instances of cheating on exams or plagiarizing on papers. General
information about the honor code can be found at honorcode.byu.edu. Details about Academic

Writing submitted for credit at BYU must consist of the student's own ideas presented in
sentences and paragraphs of his or her own construction. The work of other writers or speakers
may be included when appropriate (as in a research paper or book review), but such material
must support the student's own work (not substitute for it) and must be clearly identified by
appropriate introduction and punctuation and by footnoting or other standard referencing.
The substitution of another person's work for the student's own or the inclusion of another
person's work without adequate acknowledgment (whether done intentionally or not) is known as
plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing
grade not only for the paper but also for the course in which the paper is written. In extreme
cases, it can justify expulsion from the University. Because of the seriousness of the possible
consequences, students who wonder if their papers are within these guidelines should visit the
Writing Lab or consult a faculty member who specializes in the teaching of writing or who
specializes in the subject discussed in the paper. Useful books to consult on the topic include the
current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing
Research Papers.

**Discrimination**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any
participant in an educational program or activity that receives federal funds. The act is intended
to eliminate sex discrimination in education. Title IX covers discrimination in programs,
admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual
harassment extends not only to employees of the university but to students as well. If you
encounter unlawful sexual harassment or gender based discrimination, please talk to your
professor; contact the Equal Employment Opportunities Office at 422-5895 or 367-5689 (24-
hours); or contact the Honor Code Office at 422-2847.

**Access**

Brigham Young University is committed to providing a working and learning atmosphere which
reasonably accommodates qualified persons with disabilities. If you have any disability which
may impair your ability to complete this course successfully, please contact the University
Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all
students who have qualified documented disabilities. Services are coordinated with the student
and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully
discriminated against on the basis of disability, you may seek resolution through established
grievance policy and procedures. You should contact the Equal Employment Opportunity Office
at 422-5895, D-282 ASB.
University Resources
Many students at BYU struggle with stress, depression, and other emotional challenges. BYU’s office of Counseling and Psychological Services offers a variety of helpful services to deal with these very common issues. Counseling is available to full-time students with concerns such as anxiety, depression, eating disorders, interpersonal conflict, marital problems, self-esteem, social relationships, and stress management. All of these services, consistent with the highest standards of professional psychology, are provided in a confidential manner. For example, the university’s Stress Management Services can help students identify sources of stress and learn how to cope with its physical and emotional effects. Students learn how to relax, restructure stressful thinking, and become more effective in dealing with stress and pressure. Counseling and Psychological Services is located at 1500 WSC and by phone at 801-422-3035. Visit their website at https://caps.byu.edu/ for more information or to make an appointment.

Readings
These books are the main texts of the course:
• Hannah Arendt, Totalitarianism. Mariner Books, 1968
• Barbara Demick, Nothing to Envy. New York: Spiegel and Grau, 2010

Links to other readings are available on the course Learning Suite site in the “Contents” tab.

Introduction: Power and Politics
September 5: Course Orientation, Expectations, Research, Introduction to Abuse of Power.
September 10: What is Power? Where is the line between use of power and abuse of power? Where does government legitimacy come from?
• John Locke, “Second Treatise on Government” Chapters 8 and 9, pp. 61-75
• John Stuart Mill, “Of the Limits to the Authority of Society over the Individual” from On Liberty 1869.
• Mosiah 29
• D&C 134

September 12:
  o D.R. Rowland, “Reviewing the Literature: A Short Guide for Research Students” (Learning Suite)
Abuse of Office: Corruption
Sept. 17: Corruption as an Economic Problem: Causes
• Rose-Ackerman and Palifka, Chapters 1-3, 7

September 19: Corruption as an Economic Problem: Approaches
• Rose-Ackerman and Palifka, Chapters 4-6

Sept 24: Corruption as a Political Problem
• Rose-Ackerman and Palifka, Chapters 8, 10-12

Sept 26: Reform Agendas
• Rose-Ackerman and Palifka, Chapters 13-16

Oct. 1: Challenges with controlling corruption:
• Anduiza, Gallego and Munoz, “Turning a Blind Eye: Experimental Evidence of Partisan Bias in Attitudes toward Corruption” Comparative Political Studies 2013.
• Chong, et. al., “Does Corruption Information Inspire the fight or quash the hope?” Journal of Politics 2015.

Oct. 3: Challenges with controlling corruption:
• Transparency International, “Global Corruption Report” 2004. Read the section on “Legal Hurdles” pp. 89-109 (link will be available on learning suite)
• Jensen and Malesky “Does the OECD Anti-Bribery Convention Reduce Bribery?” International Organization 2017

Limitations on Voice
Oct 8:

Oct 10:
Oct 15:
- Peter Argersinger, “New Perspectives on Election Fraud in the Gilded Age” Political Science Quarterly 1986

Annotated Bibliography due October 15

Oct 17:
- Susan Hyde, “The Observer Effect” *World Politics* 2007

Oct 22: No Class. Individual research meetings with Professor Beesley

**Abuse of the Governed**

- “A foreigner in her own home” *The Economist* March 10, 2011.

Research Proposal Due October 26 (Friday) Upload to LS

Oct 29: Gaventa chs. 1-3

October 31: Gaventa, chs. 4, 6, 10
Peer Review of Research Proposal Due. Upload to LS and Email to reviewees

- Maud S. Beelman “The Dangers of Disinformation in the war on Terrorism” Neiman Reports

Nov 7: Arendt, “The Totalitarian Movement”

Nov 12: Arendt, “Totalitarianism in Power”

Nov 14: Arendt, “Ideology and Terror”

Nov 19: Demick, Chapters 1-9
Draft due November 20th. Upload to LS
Nov. 21: NO CLASS—Thanksgiving Holiday

Nov 26: Demick, Chs 10-14- Epilogue
Probable deadline for poster submissions

What Is to be Done?
Nov 28:
  Peer Review of Draft Due

Dec. 3:
- Henry David Thoreau, “Civil Disobedience Part 1” 1849
- Article of Faith 12
- Oral Presentations Begin

Dec 5: Oral Presentations
Dec 10: Oral Presentations
Dec 12: Oral Presentations
  Tentative date for the Political Science Department research poster Conference.

Final Paper Due December 13th at 11:59pm. Upload to LS