PL SC 150 – Introduction to Comparative Government
Fall 2012 Section 002: B190 JFSB MWF 12:00 - 12:50 pm

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Office Hours: M,W 1:00 pm to 3:00 pm or by appointment

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T 2:00 pm to 3:00 pm

Description
This course briefly covers the major theories, concepts, and methods of comparative politics, the subfield of political science that studies the domestic politics of other countries. 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 seeking to fulfill the university’s Global and Cultural Awareness requirement.

The course is primarily a lecture course, but you will have many opportunities for discussion in class, both in groups and as a whole. You will also be asked to do research and assignments outside of class to help you master the material.

Learning Outcomes
• Learn the basic concepts and theories of comparative politics
• Develop significant expertise in the politics of at least one country
• Become political scientists through practical opportunities to apply what you learn
• Improve your ability to read, reason, research, and write

Texts and Materials

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<tr>
<th>Item</th>
<th>Vendor</th>
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<th>Price (used)</th>
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<tbody>
<tr>
<td>New York Times &quot;World&quot; section (subscription or read it online at nytimes.com) Required</td>
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<td>Readings available on Learning Suite Required</td>
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<tr>
<td>COMPARATIVE POLITICS Required by D. SAMUELS, ISBN: 9780321449740</td>
<td>BYU Bookstore</td>
<td>$92.20</td>
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Grading Policy
Your grade will be based on the following assignments. Details are below. All assignments will be curved up (never down), so that the class average is set at a B-.

- daily/weekly quizzes (20%)
- research blog posts (30%)
- midterm and final exam (15 and 30%)
- attendance at Kennedy Center/Wheatley Institution lectures (5%)

**Grades and Assignments**

**TA office hours (173/174 SWKT)** You won't be graded on this, but consider it an assignment to visit the TAs at least once this semester (and maybe Prof. Hawkins too!). We hope you will take advantage of the hours that the TAs are available and get help from them on research assignments, readings, and lectures. It can be hard to be in a class this size, but the TAs and Prof. Hawkins can be a great resource.

**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 email study questions each day to help you prepare for the quizzes.

**Quizzes** 20% To help you avoid cramming and to stimulate class discussion, there will be daily quizzes based on your most recent readings, lectures, and major current events. These will usually be no longer than 5 minutes and will include objective questions such as true/false, multiple choice, and definitions, with an occasional short-answer question. Quizzes are administered promptly at the beginning of the hour, so don't be late! The quizzes primarily cover readings for that day and the lecture from the previous day, but the course builds on previous lectures and you should review your notes as you go along. Current events are fair game on any day. Not all quizzes are graded. Please note that if you fill out the on-line course evaluation at the end of the semester, we will drop your three lowest quiz grades.

**Research Blog Posts** 30% You must complete ten short research assignments, most of which will be written in the format of blog posts. These require research outside of class and are designed to give you a little more practical experience with political science and expose you to real data and sources. The blog posts are not random chores but carefully integrated components of class discussions; take a little time and follow the instructions carefully. I encourage you to work with other students on these assignments, but you must write up your own results. All blog posts are due at the beginning of class on the day listed in the syllabus. Late blog posts should be turned in to the dropbox outside 745 SWKT and will lose a half grade before 5 p.m. and another full grade for every 24 hours afterwards. If you complete the online course evaluation at the end of the semester, we will drop your lowest blog post 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. The quizzes and study questions provide a study guide for both exams, so keep your copy.

**Kennedy Center/Wheatley Institution lectures** 5% To enrich your learning and help you participate in the larger BYU community, we required you to attend at least five of the lectures sponsored by the Kennedy Center or the Wheatley Institution this semester. Schedules of these lectures are available online at [http://kennedy.byu.edu/](http://kennedy.byu.edu/) and [http://wheatley.byu.edu/](http://wheatley.byu.edu/); these are updated daily. For each lecture you attend, you must submit a detailed one-paragraph summary that will be graded pass/fail. These must be turned in within one week of the lecture. 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 live lectures; podcasts are not appropriate substitutes. As the semester goes by, we may offer other substitutes.

**Online course evaluation** The university asks you to 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 we use your written comments to improve the class. If you do the evaluation on time, we will reward you by letting you drop your three lowest quiz grades and one lab.

**Making up assignments** Because of the size of our class, and because you can drop three quizzes and one lab in exchange for completing the online course evaluation, there are no makeup assignments except for BYU-sponsored activities and events, in which case you must see Prof. Hawkins directly. This essentially allows you to miss a week of class without penalty. If you do miss a few classes, you should try to learn the missed material for the midterm and final exams. Study questions, quiz questions, and class Powerpoint slides will all be placed on Learning Suite.
University Policies

Honor Code
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. 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.

Sexual Harassment
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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that 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 (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>M - Aug 27</td>
<td>Introduction; some basic concepts</td>
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<tr>
<td>W - Aug 29</td>
<td>Basic concepts, cont. Politics, subfields</td>
<td>Blog 0: Defining Politics Chap. 1, pp. 1-8</td>
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<tr>
<td>F - Aug 31</td>
<td>No class--Prof. Hawkins at conference--check assignment</td>
<td>Read two posts on the Utah Data Points blog at <a href="http://utahdatapoints.com/">http://utahdatapoints.com/</a></td>
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<tr>
<td>M - Sep 03</td>
<td>Labor Day Holiday</td>
<td></td>
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<tr>
<td>W - Sep 05</td>
<td>The science in political science: theory/hypothesis, scientific method, comparative method, experiments/quantitative/qualitative</td>
<td>Chap. 1, pp. 8-27</td>
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<tr>
<td>F - Sep 07</td>
<td>The science in political science, cont.</td>
<td>Blog 1: Democracy and Development</td>
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<tr>
<td>M - Sep 10</td>
<td>The state</td>
<td>Chap. 2, pp. 29-57</td>
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<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<tr>
<td>W - Sep 12</td>
<td>The state, cont.</td>
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<tr>
<td>F - Sep 14</td>
<td>Explaining state strength</td>
<td>Blog 2: Explaining State Strength</td>
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<tr>
<td>M - Sep 17</td>
<td>Institutions of democracy; consensual vs. majoritarian</td>
<td>Chap. 3, pp. 66-90</td>
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<tr>
<td>W - Sep 19</td>
<td>Democracy</td>
<td>Chap. 3, pp. 58-65; Mosiah 29: 1-40</td>
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<tr>
<td>F - Sep 21</td>
<td>Institutions of democracy, cont.</td>
<td>Blog 3: Majoritarian vs. Consensual Institutions</td>
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<tr>
<td>M - Sep 24</td>
<td>Ideologies</td>
<td>Special reading: Shively, pp. 23-37</td>
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<tr>
<td>W - Sep 26</td>
<td>Regimes, totalitarianism</td>
<td>Chap. 4, pp. 91-104</td>
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<tr>
<td>F - Sep 28</td>
<td>Types of authoritarian regimes</td>
<td>Chap. 4, pp. 104-18</td>
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<tr>
<td>M - Oct 01</td>
<td>Democratization: patterns, causes</td>
<td>Chap. 5, pp. 119-37</td>
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<tr>
<td>W - Oct 03</td>
<td>Democratization: transitions vs. consolidation</td>
<td>Chap. 5, pp. 137-46</td>
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<tr>
<td>F - Oct 05</td>
<td>Democratization: causes, cont.</td>
<td>Blog 4: Democratization</td>
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<tr>
<td>M - Oct 08</td>
<td>Culture and cultural theory</td>
<td>Special reading: Little, pp. 68-90</td>
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<tr>
<td>W - Oct 10</td>
<td>Political identity: concepts, causes (primordialism s. constructivism)</td>
<td>Chap. 6, pp. 147-72</td>
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<td>F - Oct 12</td>
<td>Political identity: causes, cont.</td>
<td>Blog 5: Political Identity</td>
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<td>M - Oct 15</td>
<td>Gender and politics</td>
<td>Chap. 10, pp. 257-84</td>
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<td>W - Oct 17</td>
<td>Rational-choice theory</td>
<td>Special reading: Shepsle, pp. 13-35</td>
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<td>F - Oct 19</td>
<td>Rat-choice, cont.: Collective action problem</td>
<td>Special reading: Olsen, pp. 17-35</td>
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<td>M - Oct 22</td>
<td>Collective action problem and social movements</td>
<td>Chap. 9, pp. 228-42</td>
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<td>W - Oct 24</td>
<td>Interest groups, corporatism and pluralism</td>
<td>Chap. 9, pp. 242-46</td>
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<td>Date</td>
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<td>M - Oct 29</td>
<td>Parties and party systems</td>
<td>Chap. 9, pp. 246-56</td>
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<td>W - Oct 31</td>
<td>Electoral rules and Duverger's law</td>
<td>Special reading: Shively, pp. 230-36 (pay attention to both footnotes!)</td>
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<td>F - Nov 02</td>
<td>Party systems and the effective number of parties</td>
<td>Blog 7: Duverger's Law</td>
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<td>M - Nov 05</td>
<td>Political violence</td>
<td>Chap. 8, pp. 201-27</td>
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<tr>
<td>W - Nov 07</td>
<td>Political violence, cont.</td>
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<td>F - Nov 09</td>
<td>Political violence: categorization</td>
<td>Blog 8: Categorizing Political Violence</td>
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<td>M - Nov 12</td>
<td>Law and courts</td>
<td>Special reading: Shively, pp. 376-85</td>
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<td>W - Nov 14</td>
<td>Political economy</td>
<td>Chap. 11, 285-313</td>
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<td>F - Nov 16</td>
<td>Political economy, cont.</td>
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<td>M - Nov 19</td>
<td>Political economy of development: corruption and good governance</td>
<td>Blog 9: Good Governance</td>
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<tr>
<td>W - Nov 21</td>
<td>No Classes</td>
<td>Fridays Instruction</td>
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<td>F - Nov 23</td>
<td>Thanksgiving Holiday</td>
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<td>M - Nov 26</td>
<td>Political economy of redistribution</td>
<td>Chap. 12, pp. 315-32</td>
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<td>W - Nov 28</td>
<td>Political economy of redistribution, cont.</td>
<td>Chap. 12, pp. 332-44</td>
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<td>F - Nov 30</td>
<td>Globalization: definitions</td>
<td>Chap. 13, pp. 342-75</td>
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<td>M - Dec 03</td>
<td>Globalization: causes and consequences</td>
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<td>W - Dec 05</td>
<td>Globalization and the LDS Church</td>
<td>Blog 10: Globalization and the Church</td>
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<td>F - Dec 07</td>
<td>Exam Preparation Day</td>
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Research Blog Posts
Most of your homework for this class is a series of short research assignments that ask you to answer relevant questions from political science. Unless otherwise indicated, the results will be written as longish blog posts that may be read by other BYU students who are not Political Science majors (600 words, plus tables or graphs if needed). These are research blog posts, not casual thought-pieces. They should be well-researched and written concisely, with appropriate in-text citations for your sources. They must also be done well enough to inform and persuade your audience, and the writing should be free of spelling or grammatical errors.

Note that blog posts use a slightly different style of writing than traditional essays. Both are argumentative, and both rely on a standard paragraph outline of introduction-body-body-body-conclusion. However, while an essay often provides its thesis or argument in the introduction, a blog is often so short that it omits the answer in the first paragraph and simply introduces the question, saving the thesis for a short conclusion at the end. Our blogs are a little long. Use your best judgment in deciding whether to put the thesis in the introduction or in the conclusion. It should be a conscious choice, not the result of a hasty process of writing in which you figure out the answer as you write. A well-done blog posts will require rewriting. Also, use graphics sparingly, when they are integral to your presentation; most of your labs will not require any. You know a graphic is integral if you refer to it and discuss it in the text.

If you write an especially clever or persuasive post, please consider submitting it to BYU Political Review, but bear in mind that you will need to rewrite parts of it and possibly eliminate some of the graphs, numbers, and in-text citations. If you are accepted to BYU Political Review, notify the TAs, and we will proudly count it for 2 of your Kennedy Center lectures.

Also, while I strongly encourage you to work with one or two friends as you do the research for these assignments, you are required to write up your own results.

Your research blog posts will be graded as follows:

- 10% for quality of writing
- 10% for appropriate in-text citations
- 80% for required content, specific to each assignment

Blog 0: Defining Politics
Due: Wednesday, Aug 29 at 12:00 pm
There are many definitions of “politics.” How do you think it should be defined? For this assignment, write a short blog (something closer to 300 words) to present your argument, but still writing to an audience of fellow BYU students who may or may not be in the major. You can come up with your own definition or use an existing one. As you make your argument, you must reference the discussion/definition in the book and at least one other source, whether or not you agree with either of these. That said, this assignment will have to rely heavily on your own logic and perhaps some everyday examples. Make certain to include in-text citations and to do your very best writing.

Sources
One good way to start thinking about concepts is by going to an ordinary dictionary, such as http://www.merriam-webster.com/. That said, ordinary dictionaries are mostly trying to reproduce all the ways
we use a word, and they may not identify the core of a concept; odds are that you will argue against the dictionary. If you are ambitious, you can also try referencing some of the classic sources that the textbook cites.

**Blog 1: Democracy and Development**

Due: Friday, Sep 07 at 12:00 pm

Are economically developed countries more democratic? Political scientists routinely claim that these two things are correlated. Test this claim by looking up data for just two countries, explaining the data, and telling us what it says about this presumed correlation. Write up your answer as a 600-word blog post. Specifically (and this assignment is more specific than some), you need to look up a numerical indicator for democracy and one for economic development using the sources listed below or an alternate source that you feel is appropriate. Then use this data to describe the level of democracy and development in your two countries during the past year for which data are available (you will have two data points per country, so four data points total). You must give the four numerical data points for each indicator and describe in words what each of these numbers reveal about conditions in that country, as well as what it means for the overall correlation. Note that for the economic development indicator, you need to use a measure that accounts for population, such as per capita GDP. Also, you should not use economic growth trends since you are only considering one year (not “this country’s GDP grew by 5 percent in 2010” but “in 2010 this country had a per capita GDP of $10,520”). Remember that you do not have to explain the causes of the (non)correlation, just whether it exists or not.

**Sources**

There are many nice web sources on economic data such as per capita GDP. You can easily find a reputable one with a Google search, but if you are interested in original sources you can go to either the World Bank’s World Development Indicators database, available at the HBLL website under Databases (you will have to do this later this semester anyway), or the Penn World Table at [http://pwt.econ.upenn.edu/](http://pwt.econ.upenn.edu/). The most widely used measure of democracy is the Freedom in the World Index created each year by Freedom House. This is a combination of two component indicators (Political Rights and Civil Liberties) gauged on a 7-point scale. At their website, [http://www.freedomhouse.org/](http://www.freedomhouse.org/) you will need to look under the Reports tab to find various versions of the index as well as an explanation of their methodology.

**Blog 2: Explaining State Strength**

Due: Friday, Sep 14 at 12:00 pm

As you know from the chapter, scholars debate over the sources or causes of state strength; arguably, this is one of the oldest and most important questions of political science. Pick a country and use it to test one of the explanations for state strength that you read in the book—one of the components of the political explanation, or the geographical explanation. Then write up your results as a 600-word blog post. Bear in mind that you will need to first identify how strong the state is in your country, using the State Fragility Index and briefly explaining the meaning of the numbers in terms of actual events, data, etc. (In using the State Fragility Index, you must look up the data on the actual website [www.systemicpeace.org/inscr/inscr.htm](http://www.systemicpeace.org/inscr/inscr.htm) and not just use the table in the book). Then you should assess just one of the theoretical arguments in the book and tell us whether it works in your country or not. To assess the theory, use good data (at least one or two reputable sources, meaningful indicators) and a clear explanation. As usual, include some kind of in-text citation to your sources.

**Sources**

Aside from the State Fragility Index, you will need to consult some other country study or profile that tells you some recent and ancient political history. A number of reputable websites provide these, starting with the BBC’s Country Profiles ([http://news.bbc.co.uk/2/hi/country_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)) and the Library of Congress Country Studies ([http://lcweb2.loc.gov/frd/cs/profiles.html](http://lcweb2.loc.gov/frd/cs/profiles.html)), but there are lots of others out there. Avoid using Wikipedia for this one, except to start a search.

**Blog 3: Majoritarian vs. Consensual Institutions**

Due: Friday, Sep 21 at 12:00 pm

The chapter seems to suggest that parliamentary systems are more majoritarian (they concentrate power) while presidential ones are more consensual (dispersing power). Is this true? Check this claim by studying one country that interests you, then write a 600-word blog that discusses your results. Specifically, you will need to describe whether the country’s executive-legislative relations are presidential, parliamentary, or some kind of hybrid. You must also describe (a) whether the country has a unicameral legislature or a strong bicameral one,
(b) how many effective parties it has, (c) whether it is unitary or federal, and (d) whether it allows judicial review or not. If you can also find data on the strength of legislative committees, legislative initiative, and how party discipline interacts with the effective number of parties, these data will strengthen your case, but you are not required to provide them.

**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 and judiciary 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/parlinesearch.asp, as well as Electionworld.

**Blog 4: Democratization**

Due: Friday, Oct 05 at 12:00 pm

Scholars have provided several explanations for the presence or lack of democracy in any given country. One of the most prominent is the civic culture argument. Does the civil culture argument explain the presence or absence of democracy in the country you are studying? Write a 600-word blog post in which you answer this question using numerical data (presumably survey data; see sources below) and any other qualitative data that you think might help contextualize the numbers you present. Make certain you describe the current level of democracy in your country early in the post. Consider each of the three components of civil culture, providing at least one convincing indicator for each. Remember to explain data and key concepts enough for BYU students who are not Political Science majors.

**Sources**

The World Values Survey is a great source of data for this assignment. They cover a large number of countries and have a good interactive data tool at http://www.worldvaluessurvey.org/ (click on the link to the Online Data Analysis). If you don’t find your favorite country here and really want to use it for this assignment, you can also try looking online for the various regional Barometers, which often include links to country reports. Finding these can be a bit of work, though.

**Blog 5: Political Identity**

Due: Friday, Oct 12 at 12:00 pm

Prof. Hawkins’s neighbor has a bumper sticker that says “I’m Voting for Obama and I’m a Mormon.” Is there a distinct LDS political identity here in the United States? What causes its absence (if you think there isn’t one) or presence (if you think there is one)? What do we learn from this about primordialist and constructivist arguments about political identity? Use the readings and class lecture to structure your argument systematically; you will need to talk about both the presence of the political identity, and its causes. Provide at least one data point from an outside source to back up your argument. Make sure to cite this outside source as well as your in-class ones.

**Sources**

The outside source here is the tricky one. LDS political identity isn’t discussed explicitly in any scholarly document that I’m aware of, but there are plenty of historical examples you can mention, and http://utahdatapoints.com/ may provide you with some actual, recent survey data from here in Utah; occasionally they also include survey data on Mormon attitudes for the rest of the country.

**Blog 6: Collective Action**

Due: Friday, Oct 26 at 12:00 pm

What motivates collective action, especially in social movements and interest groups? Is it all about materially self-interested behavior, or is it primarily about higher motivations? Identify someone around you who has participated actively in a social movement or who has actually made donations to an interest group. Interview them and find out what motivated their participation, then use this data to answer the question. While it would be very cool to interview someone from a country you have focused on this semester, for this assignment you can interview someone from the United States or, if you are not from here, your home country. If you reproduce portions of the interview in the paper, make certain to spend enough time analyzing the results in terms of your question. You should probably spend the first paragraph of your paper after the introduction describing the
interest group or social movement in which your interviewee participated; this will require a bit of research and maybe an outside source or two. Spend a few sentences as well identifying the person and explain why he or she is an ideal respondent.

Blog 7: Duverger's Law

Due: Friday, Nov 02 at 12:00 pm
Duverger’s law (and Cox’s modification of this law) states that the effective number of parties in any electoral district is a function of the electoral rules: SMDP rules produce two effective parties, while proportional representation rules allow for more, depending on whether or not there are multiple social cleavages. Is this right? Identify just one country and determine whether or not Duverger’s law holds true there. Somewhere in your post, you must calculate the effective number of parties using the formula you learned in class, and you must describe the electoral rules at length. In describing the electoral rules, you will need to specify the district magnitude, formula, whether the system is a hybrid, list structure (closed/nonpreferential or open/preferential), and thresholds.

Sources
A good place to start your research into the electoral rules is the Inter-Parliamentary Union’s website and its Parline database, at http://www.ipu.org/parline/parlinesearch.asp. Bear in mind that it may not include all of the information you need. Wikipedia’s Electionworld should have results of the latest legislative election, which you need to calculate the effective number of parties. Calculate the effective number of parties for the lower chamber of the legislature only; seat totals are preferred, but if these are unavailable you can use vote totals.

Blog 8: Categorizing Political Violence

Due: Friday, Nov 09 at 12:00 pm
We’ve discussed the continuing challenge of defining key concepts in political science (and the social sciences more generally). The problem is a lively one in the case of political violence. Terms such as “terrorism” or “revolution” are often disputed. Still, progress is being made, and in this chapter you read a series of reasonably clear definitions of different forms of political violence. How well do these definitions work? Find an instance of collective political violence in a country that interests you (a movement, a particular famous incident, but not just the actions of some rogue individual) and try to categorize it, using the instance as a tool to identify strengths or weaknesses of one or more definitions in the chapter. Ideally, if the definitions in the chapter are sound, you will be able to categorize your incident and to satisfy readers (and yourself) that this is where it belongs. But looking at your case may also reveal weaknesses in the author’s definitions; if so, you should discuss and clarify these in light of your case, perhaps even offering a better definition. Somewhere along the way, make sure to identify what your particular case is and what some of its relevant historical details are, but remember that the point is to talk about the strengths and weaknesses of existing definitions. You should include in-text citations, at the very least to the textbook chapter and to the history of your case.

Sources
By now you are probably familiar enough with one country to have identified a good instance of collective political violence. If not, there are many databases of political violence, such as the UCDP/PRIO Armed Conflict Dataset at http://www.pcr.uu.se/research/ucdp/datasets/ucdp_prioarmed_conflict_dataset/, but most of these are simply counts of incidents and will fail to provide you with the historical information you need. Once you identify an instance of collective political violence, try using Wikipedia or Google to identify a reputable source, perhaps a news article, a journal article, or a book. Bear in mind that the best sources may be on the shelves of the library. Take courage; for this assignment you will not need to read the whole book, only enough to categorize your case and to say something about these typologies of political violence.

Blog 9: Good Governance

Due: Monday, Nov 19 at 12:00 pm
For this assignment, you need to adopt a slightly different rhetorical style. Prof. Hawkins is intrigued by what he reads in the political economy literature on the relationship between colonialism, “good governance” (corruption, state strength, etc.), and economic development, but he wonders if this result holds for more than
just former colonies. As it turns out, you were hired this semester as his research assistant. Look up the data, analyze it, and write him a maximum 600-page report that summarizes your findings.

Specifically, your report must be quantitative and will include:

- **A scatterplot** comparing 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. Use Excel or another computer program to create this graph. It should be clearly formatted for Prof. Hawkins, with appropriate titles for each axis and a readable format.

- **A description** of your choice of indicators. Explain what each indicator means (what it measures, what the scale is, etc.) and why it is a good indicator of economic development or corruption. Because you know a bit more about appropriate indicators now, you will be judged on your choice of data. For economic development, you should use per capita PPP GDP (either current or real—it doesn’t matter unless you look at years in the distant past) from the World Development Indicators database, which can be downloaded as an Excel spreadsheet. For governance/corruption, try using either the Corruption Perceptions Index of Transparency International or one of the appropriate indicators from the Governance Matters database.

- **The bottom line** about the relationship between corruption and economic development. What do we see in the graph? Is there some type of correlation? What shape does it take (linear, curvilinear), how tight is it, and which outliers if any might need some extra explaining?

- **A tentative explanation** (in the sense of providing a causal theory) for the association you find between corruption and economic development. Your explanation shouldn’t be long doesn’t have to rely on a literature review outside of today’s readings, but you should be an ambitious research assistant and suggest some of the causal implications of what you see in the graph. Your explanation doesn’t have to be original, but make certain to include appropriate citations if you refer to any published research.

Write clearly—you want to keep your job and impress your employer—and make certain to include in-text citations to whatever sources you use for your data.

**Sources**

Creating a graph like this (not to mention downloading the data) may be challenging. Remember that you don’t have any more readings this week, and plan on setting aside a few hours for the task. The TAs are a good source of helpful advice on how to make the graph or download data. Prof. Hawkins is also available to help you during his hours. Remember that if you need a demonstration of something, you will benefit more from a face-to-face conversation than email.

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 (http://lib.byu.edu/ see the Database link). Annual corruption data for most countries can be found either at the Transparency International website http://transparency.org/ (look for their Corruption Perceptions Index) or the World Bank’s Governance Matters website http://info.worldbank.org/governance/wgi/index.asp (which measures corruption and a few other related aspects of government). The Governance Matters data is in a nice spreadsheet but is harder to understand.

**Blog 10: Globalization and the Church**

Due: Wednesday, Dec 05 at 12:00 pm

Scholars and ordinary people continue to debate over the consequences of globalization and whether it is good or bad. What do you think? Specifically, how does globalization impact the LDS Church, and what can we learn from the Church’s response? Answer this question by writing a *BYU Political Review* article, with fellow BYU students as your main audience. You must use the LDS Church as your case for discussion. That is, after briefly defining globalization, explain how globalization affects the Church in positive or negative ways. Make certain that your discussion taps into concepts from the textbook and class. Use specific examples and refer to outside sources to provide accurate data about the Church, with appropriate in-text citations. For this one, you may want to summarize or at least hint at your overall argument in the introduction.
Sources

The Church has several official websites with possibly relevant information (lds.org, mormonnewsroom.org, mormon.org), but their search engines aren't always the best, and you may want to just Google a topic and look for useful web pages or news releases. The Encyclopedia of Mormonism is being constantly updated as well and is a reputable source (http://eom.byu.edu/). Avoid using Wikipedia or unreliable websites as your final sources.
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, with my grade hidden on the back.

_________________________________ ________________________________  
Signature     Date

_________________________________  
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 time that they are handed back in class.

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Signature     Date

_________________________________  
Your name, spelled out