Introduction to Comparative Politics

Section 002
Winter Semester 2012
9.30-10.45 TTH – B190 JFSB

Prof. Joel Selway
792 SWKT - 422-8607 – joel_selway@byu.edu
Office hours: T 11-1

TA’s:  Darin Self, drunself@gmail.com, Office hours: M 2-3, W 4-5, F 2-3
Nicole Taylor, nicoleramona@gmail.com, Office hours: T 8-9, Th 11-12, F 11-12
Ben Hansen, 36.hansen@gmail.com, Office hours: MWF 9-10
Hannah Whipple, hwhip2010@yahoo.com, Office hours: ____________________

Description

Introduction to Comparative Government and Politics is designed to acquaint political science majors and non-majors seeking to fulfill their Global and Cultural Awareness GE requirement with patterns of politics around the world.

By the end of this course, I want you to be excited about the politics of countries all over the world. I envision you being avid readers of the international news. But above and beyond this, I want you to be wise consumers of global events. This course will only give you a taster of the political personalities, groups, institutions, etc. of a handful of countries, and I encourage you to pursue regional or country interests beyond this class by taking the numerous political science (as well as history, sociology, anthropology, humanities, ethnomusicology) offerings on countries and regions around the world. More importantly, this course will equip you with the basic toolkit of political scientists. How do we make sense of all these political phenomena? How can we aid in the analysis of such things as the consolidation of democracy in Iraq and Afghanistan; the explosion of public protest in Libya and Egypt; the elimination of ethnic warfare in Rwanda and Sudan; the economic development of India and China; or the handling of financial crisis in the EU?

We will thus teach you analytical skills—reading, writing and critical thinking—that will serve you well regardless of your major. We will teach you how to carefully define and measure difficult concepts, and we will teach you how to construct and test theories. So, for example, we can translate the country-specific questions in the previous paragraph into the following testable research questions:

“What difference does it make to democratic consolidation if a country has a president or a prime minister?”
“Why do some authoritarian regimes crumble while others last for decades?”
“Why does ethnicity lead to violence in some countries and not others?”
“What policies will best help poor countries develop rapidly?”
“How does the number of political parties affect the ability of countries to enact needed economic reforms?”

We live in a world that is not just economically connected, but politically as well. Events in remote corners of the world can have repercussions on US strategic interests, but more importantly on the wellbeing and quality of life of our fellow human beings. You should care deeply about comparative politics, then, but also care about acquiring the skills that will make you better consumers of what you encounter.
Throughout the course, we will take our motivation from the commandment and promise found in D&C 88: 78-80 to “be instructed more perfectly...in all things that pertain unto the kingdom of God, that are expedient for you to understand; Of things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations, and the judgments which are on the land; and a knowledge also of countries and of kingdoms—That ye may be prepared in all things when I shall send you again to magnify the calling wherunto I have called you, and the mission with which I have commissioned you.”

1. Spiritually Strengthening:
- Reflect on the way that religion affects politics in their own lives and in the lives of others

2. Intellectually Enlarging:
- Demonstrate a familiarity with the subfield of comparative politics
- Possess a factual and conceptual knowledge of countries and political processes
- Begin to develop skills of effective research, analysis and writing in social science
- Think critically, analytically and synthetically

3. Character-building:
- Bring honesty and integrity to daily life, public affairs and professional activities and in their academic work

4. Life-long learning:
- Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought

This course briefly covers 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 seeking to fulfill the university’s Global and Cultural Awareness requirement.

Format
The course is primarily a lecture course, but you’ll 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.

Assignments and grading
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 (10%)
- lab assignments (25%)
- midterms and final exam (15%, 15% and 30%)
- attendance at Kennedy Center/Wheatley Institution lectures (5%)

My commitment to you
Please take the time to come by and meet me sometime during the semester, and let me know 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 happens.

Required texts
- *News Source*, You will need to regularly read the *New York Times* “World” section, which is free if you are on campus or login on the Harold B. Lee library website. The Kennedy Center and Brimhall Building (Communications Dept.) also provide free hard copies of the New York Times on a first-come-first-served basis. The Political Science Department also has a subscription to both the *New York Times* and the *Economist* that is
available for you to read in the 7th floor lounge. Other good news sources that I enjoy include the BBC, Guardian, Washington Post, Al Jazeera and the Economist. In this class, all quiz and test questions come from the New York Times, but these other sources often have coverage of different stories on regions that might be of more interest to you.

• Readings available on Blackboard.

Grades and assignments

TA office hours (173 SWKT) This isn’t a formal assignment, but I hope you will take advantage of the hours that the TA is available each week and occasionally visit him to get help on outside assignments, readings, and lectures. While I encourage you to visit me this semester, make a habit of seeing the TA.

Partners In class we will frequently have you work in teams of two on quiz questions or other challenges to help you learn the material better.

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 study questions are posted on Blackboard to help you prepare for the quizzes.

Quizzes 10% 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 be 5-10 minute quizzes (usually 5 minutes) and include objective questions such as true/false, multiple choice, and definitions, with an occasional short-answer question. Quizzes primarily cover readings for that day and the lecture from the previous day, but the course gradually builds your knowledge, and some quizzes will necessarily draw from previous material. Current events are fair game on any day. Quizzes are administered promptly at the beginning of the hour, so don’t be late! Please note that if you fill out the on-line course evaluation at the end of the semester, I will drop your three lowest quiz grades.

Labs 25% You must complete 12 different lab assignments. 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 labs 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 labs are due at the beginning of class on the day listed in the syllabus. After the quiz for that day has ended, any labs turned in will be marked late and will subject to a 5% penalty. Any thing handed in after class up until 5pm that day will be subject to a 10% penalty. An additional 10% penalty will be deducted for each subsequent late day thereafter. So, a lab handed in at 6pm on the same day will get a 20% penalty and so forth. Late labs should be turned in to the dropbox outside 745 SWKT. If you complete the online course evaluation at the end of the semester, I will drop your lowest lab grade.

Midterms and final exam 15%+15%+30% The midterms 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. Quizzes and labs will be available for pickup at the political science office in 745 SWKT.

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/ and http://wheatley.byu.edu/; these are updated daily. For each lecture you attend, you
must submit a 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; the Kennedy Center podcasts are not
appropriate substitutes. This is not extra credit. This is a requirement of all introductory classes in
political science.

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 I use your written
comments to improve the class. If you do the evaluation on time, I 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 should see me 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 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
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 Office at 422-5895 or 367-
5689 (24-hours); or contact the Honor Code Office at 422-2847.

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.
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<tr>
<th>UNIT 1: INTRODUCTION AND BASIC THEORIES</th>
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<th>UNIT 2: STATES AND REGIMES</th>
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(P&C is the textbook; all other readings are on Blackboard or on the Internet)
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<tr>
<th>T 7</th>
<th>Democracy and Autocracy: Transitions</th>
<th>—P&amp;C Chapter 7, pp. 153-164, 175-176 (Spain), 172-175 (Material Considerations)</th>
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<tr>
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<td>OPTIONAL: Watch the first 10 minutes of the following 4 videos on Indonesia:</td>
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<td>1. <a href="http://www.youtube.com/watch?v=Vhq3g8dTLHw&amp;feature=relmfu">http://www.youtube.com/watch?v=Vhq3g8dTLHw&amp;feature=relmfu</a></td>
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<td>2. <a href="http://www.youtube.com/watch?v=lUDhE_RnuXge&amp;feature=relmfu">http://www.youtube.com/watch?v=lUDhE_RnuXge&amp;feature=relmfu</a></td>
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<td>4. <a href="http://www.youtube.com/watch?v=zpYI8f9hwFc">http://www.youtube.com/watch?v=zpYI8f9hwFc</a></td>
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<td>Lab 4 on Transitions</td>
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<td>Midterm 1 exam—At Testing Center (starts Wednesday)</td>
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**UNIT 3: ACTORS AND PROCESSES**

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<th>Th 9</th>
<th>Ethnic Cleavages: ZAMBIA/MALAWI &amp; NIGERIA</th>
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<td>Religious Cleavages: HOLLAND</td>
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<td>Posner</td>
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<td>Watch “Becoming Nigeria”</td>
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<td>Watch these news clips:</td>
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<td><a href="http://www.youtube.com/watch?v=zRqcfqiXCX0">http://www.youtube.com/watch?v=zRqcfqiXCX0</a></td>
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<td><a href="http://www.youtube.com/watch?v=ziQyFbEJUXU&amp;feature=plcp&amp;context=C30f5724UDOEg5ToPDskJ0yGl65QIOfuYDFdRD_BN">http://www.youtube.com/watch?v=ziQyFbEJUXU&amp;feature=plcp&amp;context=C30f5724UDOEg5ToPDskJ0yGl65QIOfuYDFdRD_BN</a></td>
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<td></td>
<td>Kesselman/Benhabib p. 272-275</td>
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<td>Midterm 1 exam—At Testing Center (ends Saturday)</td>
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<th>T 14</th>
<th>Class Cleavages &amp; Urban/Rural Cleavages: CHINA</th>
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<td><a href="http://www.marxists.org/subject/history/communist/manifesto">Communist Manifesto</a></td>
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<td>NYT Kahn 2005</td>
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<td>NYT Muldavin 2006</td>
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<td>NYT Yardely 2006</td>
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<td>Watch the following short documentary on China:</td>
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<td>Th 16</td>
<td>Political parties (party systems)</td>
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<td>Political Parties: BELGIUM</td>
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<td>Lab 5 due</td>
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<td>T 21</td>
<td>No class – Monday Instruction</td>
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<td>Th 23</td>
<td>Interest groups</td>
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<td><strong>UNIT 4: STRUCTURES AND INSTITUTIONS</strong></td>
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<td>T 28</td>
<td>Constitutions &amp; Introduction to Political</td>
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<td>Institutions</td>
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<td>Federalism: INDIA</td>
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<td>Mar Th 1</td>
<td>Parliamentary government (definitions;</td>
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<td>legislatures; committees)</td>
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<td>Parliamentary Systems: UNITED KINGDOM</td>
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<td>T 6</td>
<td>Presidentialism (definitions; pres. vs. parl)</td>
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<td>Presidentialism: MEXICO</td>
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<td>Th 8</td>
<td>Bureaucracy and civil service (Weberian concept,</td>
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<td>merit vs. patronage) Bureaucracy, cont. (dilettante vs. expert)</td>
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<td>T 13</td>
<td>Elections (purposes, electoral rules)</td>
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<td>Majoritiarian: FRANCE</td>
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<td><strong>Lab 8 due</strong></td>
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<td>Th 15</td>
<td>Elections, cont. (participation, vote choice)</td>
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<td>PR: ISRAEL</td>
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<td>T 20</td>
<td>Constitutional Families (consensual vs. majoritarian)</td>
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<td>Lab 9 due</td>
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<td>Midterm 2 exam—At Testing Center (starts Wednesday)</td>
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<td>Th 22</td>
<td>Policies of the state</td>
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<td>Lab 10 due</td>
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<td>Midterm 2 exam—At Testing Center (ends Saturday)</td>
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<td>T 27</td>
<td>Economic development: SOUTH KOREA</td>
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<td>The Economist Half Finish</td>
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<td></td>
<td>Watch: The Fight for Democracy (all)</td>
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<td>Th 29</td>
<td>Social movements and contentious politics: EGYPT and UNITED KINGDOM</td>
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<td>Read/watch the following:</td>
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<td><a href="http://www.guardian.co.uk/media/2011/aug/08/london-riots-facebook-twitter-blackberry">http://www.guardian.co.uk/media/2011/aug/08/london-riots-facebook-twitter-blackberry</a></td>
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<td><a href="http://www.pcmag.com/article2/0,2817,2390858,00.asp">http://www.pcmag.com/article2/0,2817,2390858,00.asp</a></td>
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<td><a href="http://www.inkhouse.net/social-networks-the-london-riots-dont-shoot-the-messenger/">http://www.inkhouse.net/social-networks-the-london-riots-dont-shoot-the-messenger/</a></td>
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<td><a href="http://news.sky.com/home/business/article/16046645">http://news.sky.com/home/business/article/16046645</a></td>
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<td><a href="http://www.guardian.co.uk/commentisfree/2011/aug/08/context-london-riots">http://www.guardian.co.uk/commentisfree/2011/aug/08/context-london-riots</a></td>
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<td>Watch “Story of Revolution.”</td>
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<td>Apr T 3</td>
<td>Civil War: BOSNIA</td>
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<td>Th 5</td>
<td>Designing institutions in ethnically divided societies</td>
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<td>Lab 11 due</td>
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<td>T 10</td>
<td>Conclusion and review for final exam</td>
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<td>Apr 17 (Tue)</td>
<td>Final Exam—in class</td>
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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, define the following terms and type the definitions on a single page. Then, compare these definitions with those found in (or implied by) the textbook. Tell me for each word which definition you think is better and why. Only include and discuss definitions that you think might be relevant to this class.

politics
state
theory
normative (you'll probably need to look up the word “norm”) empirical

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.

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: 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
Select a country that interests you—one that you would like to focus on for the rest of the semester in your other labs. Note that some labs later on are more conducive to democratic countries. We do not want to discourage you, however, from focusing on non-democratic countries, but know that you may need a back-up country later on for those labs. In fact, former students have managed to apply their non-democratic countries to those labs, although this is admittedly a harder task.

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 the strength of democracy in that country: 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 is necessary to place the information on your country of choice in a greater context. You could compare to the US, Western Europe, other countries in the region of your country of choice, or those mentioned in the book. 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.

The page limit is one typed, single-spaced page or less. 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.

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. 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. TA Office Hours: If you visit a T.A. during their office hours they will walk you through these websites and where to find the information you need.

Qualitative data: events from the news that relate to one of the attitudes. For example, this event https://talkaboutequality.wordpress.com/tag/jamaica/ which occurred in Jamaica December of last year relates to tolerance. Other qualitative sources may include politics or history books on your country of choice that describes major events over the last few decade or so, or perhaps an anthropology or sociology book on the main religion in your country.
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 one typed, single-spaced page or less:

1. Read up on the country you selected in the last lab, then say clearly whether its state is relatively strong or weak. This should be a clear, broad claim about the strength of the state, backed up with specific details on 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 and how 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 effectiveness of 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 possible 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. 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.

Sources
Some good general sources are the CIA Factbook (look at 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).

A good political history book on your country, which is likely available at the Harold B. Lee library will also be a good source for this and future labs. Why not find one now and check it out for the semester!
Lab 3: 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
Please do the following in one typed, single-spaced page or less:

1. 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). 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 (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. NOTE: For the economic development indicator, you need to use a measure that accounts for population, such as GDP per capita. 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. Do you see such a correlation in your data? If you find a correlation, provide a possible causal argument that explains it. If you do not find such a correlation, provide a causal explanation as to why democracy and development do not relate. No outside sources are needed for this part of the lab.

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.

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:
--UN Economic Commissions for various regions, e.g. Latin America/Caribbean (CEPAL/ECLAC) www.cepal.org, or Asia (UNESCAP) www.unescap.org. Google the others if you need them.
--UN Development Programme. www.undp.org
--International Monetary Fund (IMF). www.imf.org
Also, the HBLI 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:
--There are several democracy databases that we use in political science. For this lab you MUST use Freedom House. www.freedomhouse.org. Look for their Freedom in the World index, which has two 7-point components (political rights and civil liberties). Look at both and see if there is any difference in your answer.
Lab 4: Transitions (10 points)

Purpose
To familiarize you with the most popular quantitative data on democracy in political science and the historical trajectory of democracy in your country of choice.

The Assignment
Please do the following in 1½ typed, single-spaced pages or less:

1. Look up the regime trend for your country of choice on the Polity IV website. http://www.systemicpeace.org/polity/polity4.htm Describe this trend in a couple of sentences. Then, provide some qualitative descriptions of what these numbers and trends mean. You will need to refer to outside sources for this part.

2. The second half of this lab will depend on the trend you find in part 1.
   a. If your country has transitioned either to or from a democracy to a non-democracy, describe in a paragraph, using the concepts and theories in the book, how this transition took place. For the purposes of this assignment, we define a transition as any move on the Polity IV index from below zero to above zero (and vice-versa). Compare this to a country that has not experienced a transition but is at a similar level as your country of choice either before or after its transition (i.e. you basically see a straight line). In another paragraph, again relying on the concepts and theories in the book suggest why this country did not transition while yours did. You will need to refer to outside sources for this part.
   b. If your country has not transitioned, i.e. you basically see a straight line, find another country that has experienced a transition and is at a similar Polity IV level as your country either before or after its transition. Relying on the concepts and theories in the book, in a couple of paragraphs describe why this country transitioned, but yours did not. You will need to refer to outside sources for this part.

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.

Sources

A good source for a sweeping historical overview of your country is the BBC news country profiles. The quickest way to find them is to do a Google search with the terms “bbc news timeline YOUR COUNTRY NAME”. Use this in coordination with other more detailed sources, such as the political-history text you used in previous labs.
Lab 5: 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 political parties in your country of choice (if your country has no parties, e.g. Qatar, you will need to select another country for this lab) and describe their electoral strength, including their role in past or present governments; stance on issues (especially the party “family” to which each party belongs); and when they were founded and if this history colors their current behavior.

2. Explain whether particular parties or the party system create a problem for democracy in your country or seem to facilitate it. If you are doing a single-party system, e.g. China, please describe the party’s relationship with opposition groups (proto-parties) in the country.

3. Categorize the resulting party system using the categories from the readings and class, and justify this categorization.

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.

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 6: 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 the civil society of your country.

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 (including typical tactics and how much impact they have)
   - their stances on key policy issues for the country

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.

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.
Lab 7: Federalism (10 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
In no more than one, typed single-space page:

1. Explain whether your country is federal. Specifically, explain whether local levels of government have:
   a. Directly elected mayors and governors (or their equivalent in your country), or whether these officials are appointed
   b. 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
   c. Some kind of guaranteed or reserved constitutional powers (that is, the national government can't veto everything the local legislatures or councils enact)

2. Choose ONE of the following outcomes and say whether and why (i.e. you need to provide a causal explanation) an increase or decrease in federalism would benefit it.
   a. Economic growth
   b. Civil or ethnic conflict
   c. Government accountability

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.

Sources

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 most recent edition. 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/confinder.html](http://confinder.richmond.edu/confinder.html)
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, whether the system is a hybrid one, list structure
   (closed or open), and thresholds

2. For this same country, use the formula from class to calculate the effective number of
   parties.

3. In one good paragraph, answer the following: Would the electoral rules described in part 1
   lead you to expect a single effective party, two effective parties, or more than two effective
   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.

Sources
http://www.ipu.org/parline/parlinesearch.asp 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.

Effective Number of Parties: The purpose of the Effective Number of Parties formula is to
weight large parties to figure out if you have a two-party system or not. In the US, we have the
Greens and Libertarians, but nobody really takes notice of them because they are so small, so
effectively the US has a two-party system. There is an actual formula for this. What you do is list all
the parties that ran for office in your country and the proportion of vote they won. You square each
of these proportions, and then you add them all up. This gives you what we call the
fractionalization score, or F. You then divide 1 by F. This gives you the effective number of
parties. We will of course discuss this in class in more detail, so make sure you are not
absent from class that day. If you do for any reason make sure you see a TA to clarify this
part of the lab.
Lab 9: Executive and Legislative Institutions (10 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 1½ typed single-space page, answer the following:

1. For your country (or backup country), 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, 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 at least five of the following: the number of chambers in the legislature and the powers of the upper one, the effective number of parties, party discipline, federalism, strength of committees, and legislative initiative.

3. For the features that you describe in #2 above, pick one that seems rather unusual and compare it to the comparable feature in the U.S.

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.

Sources
A variety of sources will have most of this information on the executive branch, including standard references like the CIA World Factbook. Information on the nature of the legislature may be more difficult to find. You might consult the database of the Interparliamentary Union, http://www.ipu.org/parline-e/parlinesearch.asp. You can also consult the library research guide compiled for Gov 112, which is accessible in Blackboard under Library Resources (click on the Research and Readings tab). You might also take a look at the comprehensive portal to the governmental web sites of countries around the world that can be found at http://www.gksoft.com/govt/en/world.html. The country background notes found at www.state.gov and the country studies produced by the Library of Congress (www.loc.gov) may prove to be useful. Finally, the tables in the textbook (The American Anomaly) may be of some help.
Lab 10: 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
1. 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. Turn in the graph with this lab.

Then, in no more than 1½ typed, single-spaced page

- *describe* your choice of indicators. Explain what each indicator means (provide the scale used, 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.
- *describe* the relationship between corruption and economic development that the graph conveys. Is there some type of correlation?
- *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.

2. For your country of choice provide the corruption score. Then, speculate a bit and give EITHER a rational choice explanation OR a cultural explanation for why the policy hasn’t been implemented yet. You will need to refer to external sources for this discussion, but you should also give thoughtful answers and make clear which explanation is rational-choice and which one is cultural.

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.

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 electronic database. Annual corruption data for most countries can be found either at the Transparency International 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 in a nice spreadsheet but is harder to understand.

In addition to the history book you have used all semester, another good source for current levels of corruption in your country are English-language newspapers published in that country (or major local-language newspapers) is abyznewslinks.com.
Lab 11: Designing Institutions in Ethnically-Divided Societies (10 points)

Purpose
To improve your research and analytical skills, to construct theories and learn how to support them with evidence, and to help you think more specifically about how institutions shape the behavior of political actors.

The assignment
In no more than two typed, single-spaced pages:

1. Select one of the following countries:
   a. Burma/Myanmar
   b. Nigeria
   c. Afghanistan
   d. Belgium

2. Briefly describe the major ethnic groups in the country and the inter-ethnic strife the country is currently facing.

3. Design a set of political institutions, which must at least include the following:
   a. Electoral Rules
   b. Parliamentarism/Presidentialism
   c. Federalism

4. Use any of the concepts and theories we have discussed throughout this class to justify your selection. You are not limited to a single theory or set of concepts.

5. Use data/evidence to support your decisions.

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.

Sources
You will want to revise the previous labs you have completed for sources that support your theory. CIA Factbook, Polity IV (may give you an idea if your hunch is correct – it shows when there are civil wars in a country), Freedom House, BBC Timeline, Handbook of Federal Countries, Electionworld in Wikipedia, IPU,