

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

**Voyage:** Fall 2018  
**Discipline:** Political Science  
**Course Number and Title:** POLS 241 Comparative Government and Politics  
**Division:** Upper  
**Faculty Name:** Julie Bunck  
**Semester Credit Hours:** 3

**Prerequisites:** None

### COURSE DESCRIPTION

This course will introduce students to the basic concepts and theories of comparative politics. We will identify, compare, and analyze the core cultures, the central political actors and institutions, the structure and function of the state, and the chief political processes of many of the states we will be visiting. We will study the subject and countries by introducing comparative analysis with an initial focus on the comparative politics of Europe. We will then examine the political culture and ideology, political participation, and parties, institutions, actors in the countries we are visiting. We will also explore political integration and supra-nationalism by examining the European Union.

As we approach South Africa, we will examine the historical development of apartheid, the growing political contradictions in South African society, the eventual collapse of the apartheid system, and the current challenges the country faces. As we near India, we will consider colonialism and the British Empire and then the politics of India, with a special focus on contemporary political and economic challenges.

As we prepare for our Asia port stops, we will next take on the comparative politics of Southeast Asia and then of China, focusing on French colonialism in Indochina, the culture and politics of oppression in Asia, followed by consideration of the transitional societies of Vietnam and Myanmar (Burma). We will then explore revolutionary China and the challenges of capitalism as well as the current issues facing the country. Our final case study will be on Japan, as we examine traditional Japan as well as contemporary Japanese society. As we head home across the Pacific, we will conclude our comparative politics course by comparing and contrasting the politics of the countries we visited on our voyage.

## LEARNING OBJECTIVES

This comparative politics course will aim to expose students to each of the following educational objectives:

- to introduce students to the basic concepts and theories of comparative politics by examining and answering key questions about the politics of the countries we will visit;
- to compare and contrast the different political cultures, political institutions, guiding ideologies, political actors, and varying forms of popular political participation in the countries we will visit;
- to help students to understand and assess these varying societies from a political perspective;
- to develop critical-thinking skills so important as students ponder the strengths and weaknesses of different political regimes and assess the ability of different countries to provide security and economic opportunities for their citizens.

Class sessions will combine lecture with class discussions of both the lectures and the assigned readings.

### Particular Comparative Politics Questions Raised

In particular, we will focus on the following sets of issues:

1. What are the principal characteristics of politics in each of the countries studied? What historical, cultural, economic, and structural factors have shaped and influenced political development and contemporary politics?
2. Which political actors, including the military, political parties, religious organizations, labor unions, NGOs, businesses, the bureaucracy, and peasant groups, have helped to shape – in positive and negative ways – the political development within each of these countries? How has the role of these diverse groups varied from country to country?
3. What intellectual approaches, theories, and methods might enable us best to analyze and compare these countries?
4. What is the relationship between political and economic development? What is the relationship between the type of regime and the level of political and/or economic development? In what ways do the performance records of authoritarian or abusive regimes differ from those of democratic states? What institutional variations do we see in different democratic states? What theoretical and practical challenges do the states that still claim to be Marxist face?

5. In what ways does political participation vary from state to state? How does mobilized participation differ from autonomous participation? How does the role and importance of political parties vary from state to state? How does culture contribute to the political processes and performance within these various countries? What is the relationship between the type of political institutions and political performance?

6. What are the most important differences that the students discovered as they learned about and traveled in the array of countries on the itinerary?

## REQUIRED TEXTBOOK

I have not assigned a textbook for this course. Instead, all of the required readings as well as lecture outlines, study guides for each class, and points to search for in the readings, will be placed on the ship's electronic reserve, marked (ER) in the Schedule of Topics below.

## TOPICAL OUTLINE OF COURSE

### Depart Hamburg, Germany – Sunday, September 9

#### PART I. INTRODUCTION TO COMPARATIVE ANALYSIS: FOCUS ON THE COMPARATIVE POLITICS OF EUROPE

**B1. What is Comparative Analysis?** Wed. 9/12/18 – What do political scientists compare? What different approaches might we adopt to compare different political system effectively? Why compare? What terms do we use when using the comparative approach? What are the central ideological and philosophical underpinnings of the state? How does the structure and function of the state vary from country to country? How does the state interact with citizens? How is the power of the state limited? What checks on the state, if any, ensure accountability and restraint? What is the difference between *nation* and *state*? What is the difference between a *state* and a *government*? A *government* and a *regime*?

#### **Required Readings:**

\*\* Frank Wilson, *Concepts and Issues in Comparative Politics*, 2d ed. (New Jersey: Prentice Hall, 2002), pp. 2-22. (ER)

\*\* Ellen Grigsby, “States,” “State Formation,” and “Nations,” *Analyzing Politics* (Stamford, CT: Cengage Learning), pp. 61-77. (ER)

**B2. Spain: Historical Context:** Fri. 9/14/18 – What are the origins and manifestations of Spanish political culture? What is the dominant ideology? What other ideologies have had political influence? Who participates in politics in Spain, and how do they do so?

### **Required Readings:**

- \*\* Brendan O’Leary, “Europe’s Embers of Nationalism,” *Current History* (March 2015), pp. 101-107. (ER)
- \*\* “Catalonia Plans an Independence Vote Whether Spain Lets it or Not,” *Economist* (July 15, 2017): 1-3. (ER)
- \*\* “The Historical Roots of Spanish Political Division,” *Stratfor Worldview* (June 5, 2015), pp. 1-8 at <https://worldview.stratfor.com/article/historical-roots-spanish-political-division>. (ER)

### **Spain Visit**

Barcelona, Spain – September 15-16

Valencia, Spain – September 17-18

**\*\* As you think about your time in Spain, try to start your Field Journal with at least a short entry on comparative politics in Spain. \*\***

**\*\*\*Saturday, September 15 – Field Class in Barcelona, Spain, walking tour of Spanish Civil War Sights \*\***

**B3. Spain: Political Actors, Institutions, and Participation:** Thurs. 9/20/17 – What is political participation? What are the critical differences between mobilized and autonomous participation? How is participation restrained or encouraged? What about violence and terrorism? Non-governmental organizations or labor unions? Lobbyists and professional organizations? How do citizens participate in these various forms? What are political parties? What role have they played in bringing about democratization? How do their functions vary from state to state? How has the role of political parties been evolving over the past several decades? Today we will discuss briefly contemporary Spanish political institutions and actors and Spain’s role in the European Union.

### **Required Readings:**

- \*\* Jerry Muller, “Us and Them: The Enduring Power of Ethnic Nationalism,” *Foreign Affairs* (March/April 2008): 18-35. (ER)
- \*\* Ian Hurd, “The European Union,” *International Organizations: Politics, Law, and Practice* (Cambridge University Press, 2010), pp. 258-263. (ER)

## **PART II. COMPARATIVE POLITICS OF AFRICA**

**B4. Ghana: Historical and Regional Context:** Sat. 9/22/17 – How have the political experiences of Ghana helped to shape its current level of political and economic development?

### **Required Readings:**

\*\* Jeffrey Paller, "The Contentious Politics of African Urbanization," *Current History* (May 2017): 163-169. (ER)

\*\* E. Gyimah-Boadi and H. Kwasi Prempeh, "Oil, Politics, and Ghana's Democracy," *Journal of Democracy*, v. 23, no. 3 (July 2012): 94-108. (ER)

### **Study Day – September 23: No class**

**B5. Post-Port Spain and Pre-Port Ghana Discussion:** Tues. 9/25 – The class will discuss what we have learned of the politics of Spain and Ghana. We will explore what different students did in Spain, and what they aim to do in Ghana? What did their field work in Spain reveal of the politics in that country, and what political factors should they be alert for during their time in Ghana?

#### **Required Readings:**

\*\* None – catch up on reading

#### **Ghana Visit**

Tema, Ghana – September 27-28

Takoradi, Ghana – September 29-30

**\*\* Think about what you might add to your Field Journal based on your time in Ghana. Your First-Half Field Journal is due on Saturday, November 3. \*\***

**B6. Ghana: Political Actors, Institutions, and Participation:** Mon. 10/1 – What is the nature and origin of Ghana's political culture? How is the government structured? How have Ghana's colonial experiences shaped its modern political and economic path toward development? What are the country's most important current challenges? How has it handled its relatively recent discovery of high-quality oil? What factors have shaped Ghana's relationship with the rest of Africa? What are the central challenges facing Ghana today?

#### **Required Readings:**

\*\* Ransford Gyampo, "Saving Ghana from Oil," *African Research Review*, v. 4 (July 2010): 1-16. (ER)

### **Community Programming – October 2: No class**

**B7. South Africa: The Historical Development of Apartheid:** Thurs. 10/4 – How is South Africa's history unique? What historical events brought about the creation of an apartheid regime? What cultural and structural legacies developed during the early colonial years?

#### **Required Readings:**

\*\* Nancy L. Clark and William H. Worger, *South Africa: The Rise and Fall of Apartheid* (Longman, 2009), pp. 3-61. (ER)

**B8. Growing Political Contradictions in South African Society:** Sat. 10/6 – When did apartheid reach its pinnacle? What were the short-term and long-term consequences? What political institutions emerged from the system? Who were the major players ensuring the stability of the apartheid regime? How did it affect neighboring states? In what ways was South Africa a glaring contradiction in an increasingly democratic world?

**Required Readings:**

\*\* Donald Akenson, *God's Peoples: Covenant and Land in South Africa, Israel, and Ulster* (Cornell University Press, 1992), pp. 203-226.

**South Africa Visit**

Cape Town, South Africa – Oct. 7-12

**\*\* Think about what you might add to your Field Journal based on your time in South Africa. Recall that your First-Half Field Journal is due on Saturday, November 3. \*\***

**B9. The Collapse of the South Africa Regime and the Initiation of a Democratic Transition:**

Sun 10/14 – What preconditions and “fertilizing” factors brought about the end of the apartheid regime? What role did international actors play in bringing about the collapse? Why was the regime unsustainable? Where is South Africa today? Who are the major political actors? What new institutions have emerged? Who is participating in South African politics today? How has the post-Apartheid transition in South Africa progressed? What issues relating to race continue to dog the country? What obstacles does this country face? How well has it dealt with setbacks thus far?

**Required Readings:**

\*\* None – catch up on reading.

**Study Day – October 16: No class**

**B10. South Africa Post-Port Discussion:** Wed. 10/17 – The class will discuss what we have learned of the politics of South Africa. We will explore what different students did in South Africa? What did their field work in that country reveal of the politics in that country?

**Required Readings:**

\*\* None – catch up on reading

**Mauritius Visit**

Port Louis, Mauritius – Oct. 19

**B11. Historical Context: Colonial and Post-colonial India:** Sat. 10/20 – What was the nature of colonial India? What aspects of that experience continue to manifest themselves in contemporary Indian society? What historical and cultural factors have shaped the political

development of the region? What institutions make up the Indian political structure? How does the parliament function? Is it efficient and effective? Where are the major problems? What role does the constitution play? How does it shape political processes and outcomes? What other institutions are critically important?

**Required Readings:**

\*\* Charles Hauss, "India," *Comparative Politics: Domestic Responses to Global Challenges* (Wadsworth, 2010), pp. 325-361. (ER)

**Study Day – October 21: No Class**

**B12. Contemporary India: The Challenges of National Identity:** Tues. 10/23 – What central challenges does India face today? Is the national identity of India secular or Hindu? What are the sources of conflict? How have different cultural identities strained Indian politics? How have they shaped institutions? How successful has the country been at its effort to enhance integration? How successful has it been at offering more opportunities to marginalized minorities? Has the level of corruption diminished in the last decade? How successful have India's efforts to develop and diminish the level of inequality been?

**Required Readings:**

\*\* Salvin Paul and Dabashis Nath, "Politics of Development in India's Northeast – Contradictions and Beyond," *Journal of Alternative Perspectives In the Social Sciences*, v. 8, no. 3 (2017): 323-345. (ER)

**India Visit**

Cochin, India – Oct. 25-30

**\*\* Think about what you might add to your Field Journal based on your time in India. Recall that your First-Half Field Journal is due on Saturday, November 3. \*\***

**Reflection and Study – Oct. 31: Global Studies Reflection**

**B13. The Politics of Development and Pre-port India Discussion:** Thurs. 11/1 – In the first half of the class we will discuss the politics of development in India. What major economic issues dominate Indian political debate? Which actors wield the most power? Is power appropriately distributed? Who has a voice, and are some effectively disenfranchised? In the second half the class will discuss what we have learned of the politics of India. How might Indian politics be compared to and contrasted with the countries that we have already visited and studied? We will explore what different students aim to do in India, and what political factors to be alert for during their time in the country?

**Required Readings:**

\*\* None – catch up on reading

### PART III. COMPARATIVE POLITICS OF SOUTHEAST ASIA

**\*\* Due Date for First-Half Field Journal – in class – Saturday, November 3 \*\***

**B14. Post-Authoritarian Myanmar:** Sat. 11/3 – How has its long repressive history shaped Myanmar’s current global outlook? How successful has the country effort to transform politically been? What major challenges does it confront?

**Required Readings:**

\*\* Ardeth Maung Thawngmung, “Beyond Armed Resistance: Ethnonational Politics in Burma,” *Policy Studies*, v. 62 (2011) 1-67. (ER)

**Myanmar Visit**

Yangon, Myanmar – Nov. 4-8

**\*\* Think about what you might add to your Field Journal based on your time in Myanmar. Recall that your Second-Half Field Journal is due on Friday, December 14. \*\***

**B15. Post-Authoritarian Vietnam: Historical Context:** Sat. 11/10 – What was the nature of communist Vietnam’s relationship with both the Soviet Union and China during the Cold War? How did those relationships evolve? What kind of political and economic system does Vietnam have today?

**Required Readings:**

\*\* Jonathan London, “Is Vietnam on the Verge of Change,” *Current History* (September 2015): 229-235. (ER)

\*\* Julie M. Bunck, “Market-Oriented Marxism: Post-Cold War Transition in Cuba and Vietnam,” Irving Louis Horowitz and Jaime Suchlicki, eds., *Cuban Communism: 1959-2003* (Transaction Publishers, 2003): 154-175. (ER)

**Community Programming – Nov. 11 – No Class**

**B16. Vietnam: Regional Integration and a Thriving Market:** Tues. 11/13 – What factors have brought about Vietnam’s integration into the Southeast Asian region? How has Vietnam, which continues to claim to be a Marxist country, developed a thriving market economy?

**Required Readings:**

\*\* None – catch up on reading and discussion

**Vietnam Visit**

Ho Chi Minh City, Vietnam – Nov. 14-18

**\*\* Think about what you might add to your Field Journal based on your time in Vietnam. \*\***

**Recall that your Second-Half Field Journal is due on Friday, December 14. \*\***

#### PART IV. COMPARATIVE POLITICS OF CHINA

**B17. The Chinese Revolution and its Aftermath:** Tues. 11/20 – What factors triggered the Chinese Revolution? What are the distinct characteristics of the Chinese Communist Party? What is the relationship between the Chinese state and the party? How effectively has it functioned? What challenges and obstacles does it now face? What is the party-state system, and how has it decayed over time? What role does the Constitution play? What purpose did the regime see for it when it was being written? How seriously does it protect the individual?

**Required Readings:**

\*\* Andrew Wedeman, “China’s Corruption Crackdown: War Without End?” *Current History* (September 2017): 210-216. (ER)

\*\* Mei Fong, “The Misconceived One-Child Policy Lives On,” *Current History*, (September 2016): 240-242. (ER)

**B18. The Emergence of Modern China:** Fri. 11/23 – In what ways has a modern China emerged? How well is the Chinese political system functioning? What new dynamics have surfaced in the electoral process in China? Who are the most important political actors? How is that changing? What particular issues relating to regionalism dog the Chinese government? How has it addressed them? Has it been effective? How does this issue help to shape national identity and political culture? How do transitions differ from one country to the next? What major challenges and obstacles have the Chinese confronted in their transition? How has Chinese foreign policy evolved?

**Required Readings:**

\*\* Julie Bunck, “China’s Region-Building in the Caribbean: The Rise of a ‘New’ Regional Power?” Emilian Kavalski, ed., *China and the Global Politics of Regionalization* (London: Ashgate, 2009), pp. 191-204. (ER)

**China Visit**

Shanghai, China – Nov. 24-29

**\*\* Think about what you might add to your Field Journal based on your time in China. Recall that your Second-Half Field Journal is due on Friday, December 14. \*\***

**B19. Japan’s Tension in Tradition:** Sat. 12/1 – What makes Japan so singularly unique? How has Japan been able to draw upon traditional culture and blend it with the demands of a modern market economy? What problems plague the Japanese political system? Who are the major political actors? How do citizens participate?

**Required Readings:**

\*\* James Fallows, "The Japanese Talent for Order," *More Like Us* (Houghto-Mifflin, 1989), pp. 29-47.

**Japan Visit**

Kobe, Japan – Dec. 2-6

**\*\* Think about what you might add to your Field Journal based on your time in Japan. Recall that your Second-Half Field Journal is due on Friday, December 14. \*\***

**B20. Japan's Parliamentary System:** Sat. 12/8 – What distinct aspects does Japan's parliamentary system have? How does the political-party system in Japan help to shape and sometimes undermine the contemporary parliamentary system? Which actors wield the most power? How does the Constitution address the rights of the individual and other key questions?

**Required Readings:**

\*\* Sheldon Garon, "Molding Japanese Minds" (Princeton University Press, 1998), pp. 3-22.

**B21. Japan Post-Port Discussion:** Mon. 12/10 – The class will discuss what we have learned of the politics of Japan. We will explore what different students did in Japan? What did their field work in that country reveal of the politics in that country?

**Required Readings:**

\*\* None – catch up on reading

**B22. Ideology:** Wed. 12/12 – – In this class we will examine in what ways the central ideologies across the globe vary? How do the ends or goals of government differ? How do views regarding the individual as opposed to the common good vary from ideology to ideology? How do the various ideologies see the appropriate role of the state in society? How does each ideology view the individual in the state of nature, that is, outside of society?

**Required Readings:**

\*\* Pierre Manent, "First Things: The Return of Political Philosophy," *First Things*, v. 103 (May 2000): 15-22.

\*\* Seymour Martin Lipsett, "Ideology, Politics, and Deviance," *American Exceptionalism: A Double-Edged Sword* (Norton: 1996), pp. 31-52.

\*\* Jeff Bergner, "Europe is No Model," *The Weekly Standard*, May 17, 2010.

\*\* Michael Beran, "The Descent of Liberalism," *National Review*, April 12, 2010, pp. 1-10.

**\*\* Due Date for Second-Half Field Journal – in class – Friday, December 14 \*\***

**B23. Communist Countries Post-Port Discussion:** Fri. 12/14 – In this class we will reflect on

the differences that marked the communist countries we visited. In particular, the class will discuss what we have learned of the politics of Vietnam and China? In what ways are these two countries similar, and in what ways are they very different? We will explore what different students did in Vietnam and China? What did their field work in those countries reveal of Chinese and Vietnamese politics?

**Required Readings:**

\*\* None

**Hawaii Visit**

Honolulu, Hawaii – Dec. 16

**B24. Review:** Mon. 12/17 – Course overview and discussion.

**Study Day – December 18: No class**

**A25. Final Examination:** Thurs. 12/20 – Cumulative final exam covering all the course materials.

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**FIELD CLASS**

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

**Field Class & Assignment**

**The Field Class for this course will be on Saturday, 15 September in Barcelona, Spain.**

Given the focus of this course on both current politics and political history, our field class will be held in Barcelona, Spain. We will join a historian of the Spanish Civil War on a world-renowned three-hour walking tour of Barcelona’s major Spanish Civil War sites, including the Barrio Gotico, Placa Catalunya, La Rambla, La Iglesia de Santa Maria del Pi, and the Bar Libertaria. Much of the Spanish Civil War was fought in and around Barcelona, which was also the intellectual center of the war movements. Before we visit these sites, I’ll provide members of the class with some short reading material on The Spanish Civil war, and we’ll have the opportunity to discuss it in class. Students will turn in a 8-to-10-page Field Class Reflection Paper, discussing what they learned from this field experience and connecting it to the other course materials, lectures, and discussions.

## JOURNAL WORK

***Journal Work: How do the political systems you are studying and experiencing abroad differ from those in your home country?*** That is the very broad question that I would like students to address in their Field Journals.

While students are in port, either traveling independently or on Semester at Sea trips and Field Classes, I want them to have their eyes and ears open for issues and information that somehow relate to that question. In the journals I want students to report on them, defining or delineating the issues and thinking critically and analytically about what they are learning or experiencing about them. The journal entries are one chance for students to be creative, to make connections between matters arising in the course and things that they are experiencing while in port.

I do not want to limit or constrain thinking by requiring that journals take this or that particular approach. Nevertheless, to stimulate creative thinking, I will list some approaches that a student might take in a journal entry.

- in one entry a student might want to focus on what the people of that country seem to be thinking and saying, these days, about their political leaders or political system;
- in another a student might want to reflect on what the prospects are for effective governance in that country in the months and years ahead, perhaps informed by some thoughts about historical problems and triumphs;
- in still another entry a student might reflect on a visit made to a particular site that has links of some sort to the comparative government issues we have been studying (what information was gleaned from that port experience, and how does it relate to the themes of the course or to events, decisions, and policies that we have discussed?);
- a student might uncover interesting information for a Field Journal entry from conversations with local people, through attending a Field Class or Field Trip, through reading local newspapers and magazines or through dialogue with others somehow associated with the *Odyssey* and its trip all around the globe.
- a student might raise a question in a journal entry, perhaps one that came to mind since it touched on a point made in a readings or in a lecture or class discussion, and then, or in a later entry, he or she could couple that question with the way it could be answered, even if only tentatively.

*In sum, in the Field Journal I am looking for students to react to what they find as they travel the world. Students should tell me what they really think, after reflection. If there is a way to draw into the analysis any of the points made in the course readings, that would be a terrific asset. In addition, one excellent time to gather some of this information about a country and its politics is in the pre-port diplomatic briefings by U.S. Embassy officials just before everyone departs the ship. So, get up early and attend the diplomatic briefing, perhaps even being prepared to pose a pertinent question to the Embassy official.*

As for length, I am not nearly so interested in how many words any particular student writes, as in the quality of the insights found in the entries. Rather than a blow-by-blow narration of something that happened in port, or a stream-of-consciousness musing about a matter related to the course, students should aim to write short, concise, cogent, and analytical journal entries that lead to some clear point, somehow related to the broad questions about comparative government posed above and/or to the course materials. Naturally, some journal entries will be shorter, others longer; some, I expect, will stand independently, while others will relate to ongoing themes that the student has been thinking about or discussing over some weeks.

Students should write their journal entries contemporaneously, that is, shortly after returning to the ship from the port visit. If they wait, their memory of the experience will fade, and this will be obvious to anyone reading their Field Journal. I recommend that students take a field notebook with them as they travel. They should write their own observations, as legibly as possible, in their own notebook, which they can then refer to in writing their Field Class Reflection paper and their Field Journal.

Before a student turns in the first- or second-half Field Journal, he or she should be sure to carefully edit it, cutting out material that, on second glance, appears to be redundant or extraneous, and ensuring that each entry is well-written. Please print them out, staple them in the upper right-hand corner, and be sure that name, date, and course name and number are prominently displayed on a cover page.

This course assumes no prior knowledge or study of comparative politics. It does assume, however, that students are intelligent, serious beginning scholars and introduces material respectful of their talents and intellectual potential. All students are expected to attend every class, read assigned readings, and participate in class discussions. The final grade for each student will be placed on a scale of A to F, including plus and minus grades (A-, B+, etc.), except as noted below. All grades will be rounded to the nearest whole number (e.g., 89.4 is an 89; 89.7 is a 90).

## GRADING SCALE

The following Grade Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+, and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University. Otherwise, pluses and minuses are awarded as follows on the following 100% scale:

<u>Excellent</u>		<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>	
97-100%:	A+	87-89%:	B+	77-79%: C+	Less than 60%: F
93-96%:	A	83-86%:	B	70-76%: C	
90-92%:	A-	80-82%:	B-	60-69%: D	

## METHODS OF EVALUATION

### A. OVERVIEW OF GRADED ASSIGNMENTS:

The grades for the course will include (1) the Field Class Reflection paper (graded on a 0-100 point scale); (2) a first-half Field Journal and a second-half Field Journal (each worth up to 50 points, together providing another grade on a 0-100 scale); and (3) a Final Exam, also graded on a 0-100 scale. In determining a student's final grade, I will weigh the three 0-100 point grades equally (approximately 33.3% each).

### B. DATES:

The Field Class Reflection paper will be due in class on Saturday, November 3, and the First-Half Field Journal is due in class on Friday, December 14. The Second-Half Field Journal, in class, on Friday, December 14. The Final Exam will be held on Wednesday, December 18.

## ATTENDANCE/ENGAGEMENT IN THE PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in timely fashion. Instructors must make reasonable efforts to enable students to make up work, which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental

manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## **FILM REQUEST**

None

## **ELECTRONIC COURSE MATERIALS**

The readings, which I intend to put on my electronic course folder, are listed below:

1. Author: Frank Wilson

Chapter Title: "

Book Title: *Concepts and Issues in Comparative Politics*

Volume/Publisher: Prentice Hall

Ed./Date: 2<sup>nd</sup>/2002

Pages: pp. 2-22

2. Author: Ellen Grigsby

Chapter Title: "

Journal Title: *Analyzing Politics*

Volume/Publisher: Cengage Learning

Date:

Pages: 61-77

3. Author: Brendan O'Leary

Article Title: "Europe's Embers of Nationalism"

Journal Title: *Current History*

Publisher:

Date: March 2015

Pages: 101-107

4. Author:

Article Title: "Catalonia Plans An Independence Vote Whether Spain Lets It Or Not"

Journal Title: *Economist*

Publisher:  
Date: July 15, 2017  
Pages: 1-3

5. Author:  
Article Title: "The Historical Roots of Spanish Political Division"  
Journal Title: *Stratfor Worldview*  
Publisher:  
Edition/Date: June 15, 2015  
Pages: 1-8

6. Author: Jerry Muller  
Article Title: "Us and Them: The Enduring Power of Ethnic Nationalism"  
Journal Title: *Foreign Affairs*  
Volume/Publisher: Council on Foreign Relations  
Edition/Date: 87 (March/April 2008)  
Pages: 18-35

7. Author: Ian Hurd  
Chapter Title: "The European Union"  
Book Title: *International Organizations: Politics, Law, Practice*  
Publisher: Cambridge University Press  
Edition/Date: 2010  
Pages: 258-63

8. Author: Jeffrey Paller  
Article Title: "The Contentious Politics of African Urbanization"  
Journal Title: *Current History*  
Publisher:  
Edition/Date: May 2017  
Pages: 163-169

9. Author: E. Gyimah-Boadi and H. Kwasi Prempeh  
Article Title: "Oil, Politics, and Ghana's Democracy"  
Journal Title: *Journal of Democracy*  
Volume/Publisher: 23, 3  
Date: July 2012  
Pages: 94-108

10. Author: Ranaford Gyampo  
Article Title: "Saving Ghana From Oil"  
Journal Title: *African Research Review*  
Volume/Publisher: 4  
Date: July 2010

Pages: 1-16

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