

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 2018
<b>Discipline:</b>	Political Science
<b>Course Number and Title:</b>	POLS 241 Comparative Government and Politics
<b>Division:</b>	Lower
<b>Faculty Name:</b>	Larry F. Martinez, Ph.D.
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

**Schedule:** A Day Schedule, 1530-1650, Vierjahres

### COURSE DESCRIPTION

This course will empower you to “make sense” of the myriad of observations and experiences you will have during our Spring 2018 voyage as we visit over 11 highly diverse countries. As an introductory course into the study of comparative politics, you will learn to analyze political, economic, and societal factors that help explain why some countries are today stable democracies, while the governmental systems of others are mired in seemingly endless ethnic strife; and why some countries have steadily improving standards of living, while others find economic and societal development a continual challenge.

The course focuses on how you can use comparative analytical approaches to explain both the political diversity of countries, as well as their peoples’ widespread strivings for democracy, human rights, equitable economic development, and cultural respect. As an introductory course, POLS 241 will prepare you for more advanced political science subjects as you study how legislative, executive and judicial functions are addressed by a range of institutional and constitutional arrangements in countries marked by their diversity as well as their commonality. Regardless of your ultimate academic goals, this class will acquaint you with powerful theoretical approaches and useful factual knowledge about some of the world’s most influential countries that we will visit during the Spring 2018 Voyage.

### LEARNING OBJECTIVES

After successfully completing this course, you will be able to:

- ✓ Differentiate political systems by domestic and international factors that explain governmental policy outcomes
- ✓ Examine how systems of governance affect observance and promotion of human rights and distributions of wealth
- ✓ Acquire informed perspectives on political institutions, actors and socioeconomic events in key countries around the world

- ✓ Identify different patterns of state and government structure and evolution
- ✓ Understand how historical and especially colonial legacies shape politics in specific countries
- ✓ Analyze sociopolitical dynamics across specific countries
- ✓ Compare parliamentary and presidential forms of democratic government
- ✓ Learn about authoritarian politics
- ✓ Study different models of economic and societal development
- ✓ Identify the political influence of important world leaders and organizations
- ✓ Understand the strategies used by ordinary citizens to challenge their governments or make new claims for R2P and accountability

#### **REQUIRED TEXTBOOKS (E-book formats are acceptable)**

AUTHOR: Patrick H. O'Neil  
 TITLE: Essentials of Comparative Politics  
 PUBLISHER: WW Norton  
 ISBN #: 978-0-393-28845-2  
 DATE/EDITION: 2015/5<sup>th</sup> Edition - Ebook

AUTHOR: [Patrick H. O'Neil](#), [Karl Fields](#), [Don Share](#)  
 TITLE: Cases in Comparative Politics  
 PUBLISHER: WW Norton  
 ISBN #: 978-0-393-28843-8  
 DATE/EDITION: 2015/5<sup>th</sup> Edition - Ebook

POLS 241 *Anthology* (available on Intranet supplied by instructor)

#### **TOPICAL OUTLINE OF COURSE**

Assignments are highlighted in **GREEN**

**Depart Ensenada, Mexico — January 5**

**A1—January 7: Introduction to Comparative Politics**

Overview of Syllabus, Assignments, Grading, and Textbooks:  
 Publisher's Link to Online Resources: <https://digital.wwnorton.com/esscompol5>

Core Readings:

Essentials: Chapter 1: Introduction

Cases: Chapter 1: Introduction

Topics:

What is comparative politics?

The Level of Analysis Problem

## **A2—January 9: What is the Nation-State?**

Core Readings:

Essentials: Chapter 2: States

Essentials: Chapter 3: Nations and Society

Topics:

What is a nation-state?

Defining concepts:

Country and State

Nation

Society

Government and Governance

Social Contract

Sovereignty

Legitimacy

## **Quiz 1 Early Assessment**

## **A3—January 11: Political Economy**

Core Readings:

Essentials: Chapter 4: Political Economy

Topics:

A quick overview of economic concepts

The economic perspective of politics

## **Honolulu, Hawaii — January 12**

## **A4—January 14: Democratic Regimes**

Essentials: Chapter 5: Democratic Regimes

Topics:

Why democracy?  
Definitions and forms of democracy: direct v. indirect  
Procedural v. substantive democracy  
Parliamentary and presidential democracies  
How “democratic” is a state?  
Unitary and federal systems  
Constitutions and other charters  
Role of courts

### **January 16—International Date Line crossing (Lost Day)**

### **A5—January 17: Developed Democracies**

Essentials: Chapter 8: Developed Democracies  
Cases: Chapter 3: United States

### **No Class — January 19**

### **A6—January 20: Parliamentary Democracies with Focus on Japan**

Core Readings:

Cases: Chapter 6: Japan  
Cases: Chapter 2: United Kingdom

Topics:

The functioning of parliamentary systems  
Majority parties and coalition building  
“Snap” elections  
Votes of “no confidence”  
Maintaining a coalition in parliament  
Role of the constitutional monarch

### **A7—January 22:**

Core Readings: *Anthology*

Stratfor Worldview, “Japan’s Demographic Challenge,”  
Stratfor Worldview, “The Power of Consensus in Japan.”

Topics:

Approaching Japan – Demographic Overview  
Japan’s parliamentary system – PM Abe  
Future of Japan’s Emperor

**Quiz 2 on Parliamentary Democracies**

**Kobe, Japan — January 24-28**

**A8—January 29: Nondemocratic and Post-Communist Regimes**

Core Readings:

Essentials: Chapter 6: Nondemocratic Regimes

Cases: Chapter 8: China

Topics:

Characteristics of a communist party regime

Historical evolution of 19<sup>th</sup>-20<sup>th</sup> Century governance in China

China's emergence as contending 21<sup>st</sup> Century super-power

Challenges facing China

**Shanghai, China — January 31 - February**

**In-Transit — February 2-3**

**Hong Kong, SAR — February 4-5 – Field Class: Hong Kong's Insights to Chinese 21<sup>st</sup> Century Politics and Governance**

**A9—February 6: Communism and Post-Communism**

Core Readings:

Essentials: Chapter 9: Communism and Postcommunism

Cases: Chapter 7: Russia

Topics:

The transition from communist to post-communism

Emergence of free market economies

Evolution of governance in Russian Federation

Readings in *Anthology*:

Approaching Vietnam:

The Economist, "Vietnam's economy: The other Asian Tiger," August 4, 2016;

Stratfor Worldview: "Vietnam's Long Search for Partners," November 22, 2013;

Stratfor Worldview: "Can ASEAN Be Greater Than the Sum of Its Parts?" April 28, 2017.

**Quiz 3 Asian "Tigers"**

**Ho Chi Minh City, Vietnam — February 8-13**

**A10—February 14: Developing Countries**

Core Readings:

Essentials: Chapter 10: Developing Countries

Topics:

What differentiate “developing” from “developed” countries?  
Are these biased determinants?

**No Class –February 16**

**A11–February 17: Developing Country Case Study: Myanmar**

Core Readings: *Anthology*

Stratfor Worldview, “Myanmar: The Regional Risk from Muslim-Buddhist Violence,”  
Robert Kaplan, “How Myanmar Liberates Asia,” Stratfor Worldview,  
Stratfor Worldview, “In Myanmar, A Change in China’s Strategy?”

Topics:

Transition from military dictatorship to multi-party parliamentary system  
Myanmar and its difficult neighborhood

**Yangon, Myanmar – February 19-23**

**A12–February 24: Rising Multiethnic Democratic Giant - India**

Core Readings:

Cases: Chapter 9: India

Topics:

Historical evolution of India’s 5,000+ years as a civilization  
Colonial heritage and today’s parliamentary system  
Unity amidst diversity

**A13– February 26: Rising Regional Giant – India (cont.)**

Core Readings: *Anthology*

Stratfor Worldview, “In the India-Pakistan Conflict the Stakes Are Higher Than Ever,”  
Stratfor Worldview, “India’s Evolving Maritime Environment.”

**Midterm Exam**

**Cochin, India – February 28 – March 5**

## **A14—March 6: Africa: A Continent of Democratic and Non-Democratic Change**

### Core Readings:

Essentials: Institutions in Change: What Explains the Different Paths of Zimbabwe and South Africa? – p. 200.

### Topics:

Historical evolution of governance in Africa  
The colonial heritage in Africa  
21<sup>st</sup> Century issues in African governance

## **No Class — March 7**

## **A15—March 9: Africa: A Continent in Transition**

### Core Readings: *Anthology*

The Economist, “Africa’s Governance: The stalling continent,” and  
Mauritius: Economist Intelligence Unit, “Mauritius.”

### Topics:

Resource-rich Africa faces challenges of governance

## **Port Louis, Mauritius — March 11**

## **A16—March 12: Africa: A Continent of Colonialism and Competition**

### Core Readings: *Anthology*

Stratfor Worldview, “Japan Increases Its Investments in Africa;”  
Stratfor Worldview, “Understanding Chinese Investment in East African Infrastructure.”

### Topics:

Territorial disputes go to the ICJ – Why?

## **A17—March 14: South Africa**

### Core Readings:

Cases: Chapter 13: South Africa

### Topics:

From Apartheid to Democracy

## **A18—March 16: South African Democracy in Transition**

Core Readings: *Anthology*

Stratfor Worldview, "South Africa: A Battle Brews in the African National Congress,"  
The Economist, "The struggle to succeed South Africa's president heats up."

Topics:

### Quiz 4 African Politics

**Cape Town, South Africa – March 18-23**

**A19—March 24: Comparative Development**

Core Readings:

Cases: Chapter 14: Nigeria

Topics:

Poverty amid oil wealth  
Comparative corruption

**A20—March 26: Comparative Corruption and Violence**

Core Readings:

Essentials: Chapter 7: Political Violence

Topics:

How does corruption facilitate and derail development?

**A21—March 28: Ghana and African Regional Development**

Core Readings: *Anthology*

The Economist, "Ghana: The mighty fallen: Africa's former jewel struggles to regain its gleam," June 18, 2015  
Stratfor Worldview: "Powering Africa's Economic Prospects for Growth in Electricity Markets."

Topics:

Unity and disunity in on the African continent

### Research Paper Due

**Tema, Ghana – March 30 - April 1**

**Takoradi, Ghana – April 2-3**



## **A22—April 4: Morocco: A Country on the Move**

Core Readings: *Anthology*

Stratfor Worldview, “Morocco: Justice and Development Party Wins Parliamentary Elections,” October 8, 2016;  
Scott Stewart, “Morocco’s Jihadist Paradox, Unraveled,” Stratfor Worldview, October 20, 2016;  
Robert D. Kaplan, “Why Mideast Monarchies Survive,” Stratfor Worldview, June 19, 2013.

Topics:

Political legitimacy on both international and domestic levels  
Terrorism and internal order

## **A23—April 6: Case Study Between the EU and AU**

Core Readings: *Anthology*

Stratfor Worldview, “Morocco: King Requests to Rejoin African Union,” July 18, 2016,  
Stratfor Worldview, “In Morocco, Diplomacy Hints at Broader Ambition,” July 23, 2016.

Topics:

Morocco’s Foreign Policy Balance Beam  
Regional tensions and their domestic effects

**Study Day — April 8**

**A24— April 9: Review for Final Examination**

**Casablanca, Morocco — April 11-14 – Proposed Tour of Fez, Morocco**

**A25—April 15: Final Exam**

**Arrive Bremerhaven, Germany — April 19**

## **FIELD WORK**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

**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.

## Field Class and Assignment

The field class for this course will take place on *Monday, 5 February, in Hong Kong, S.A.R.*

Field Class Title: Insights to Chinese Politics and Government

Academic Focus: Hong Kong recently commemorated the 20<sup>th</sup> anniversary of the hand-over of Hong Kong governance from the United Kingdom to the Peoples Republic of China. As a highly diverse city-state, Hong Kong encapsulates many of the ethnic, nationalist, and ideological factors that challenge China's unity and governance. As a long-standing outward looking outpost on the edge of China, Hong Kong's Peninsula Hotel stands as one of the world's premier destinations in the 21<sup>st</sup> Century's economic and social equivalent of a Silk Road trading oasis from past millennia. The Peninsula Hotel must cater to the world's most sophisticated and culturally-aware clientele and in recognition of its success, provides an eye-opening insight as to how cultural interactions are anticipated and managed, and, in this microcosm illuminates many of the salient factors shaping Chinese politics and government in the 21<sup>st</sup> Century.

Learning Objectives:

1. Students will learn about Hong Kong's and Chinese colonial experience and how it continues to influence the evolution of 21<sup>st</sup> Century Chinese politics and government.
2. Hong Kong's evolution from U.K. colony to a Special Autonomous Region mirrors parallel developments in other states/regions with different governmental relationships to Beijing, such as Macao, Taiwan and Xinjiang.
3. Students will learn about both the challenges and opportunities presented by rapidly evolving communication technologies linking both domestic and international markets, cultures, and organizations.
4. Mr. Carson Glover, Director of Global Communications for Peninsula Hotel, Hong Kong, will meet and brief students on the online and real world marketing strategies for one of the trademark cultural icons of China and the world.
5. Mr. Gregg Daffner, President of the Asia Pacific Satellite Communications Council (APSCC) will brief students about how modern communications are instrumental in fostering national unity in highly diverse Asian countries.
6. Students will submit a Field Class Report in which they compare analytical frameworks focusing on communication dynamics in cultural contexts.

Students will be evaluated based on participation in the field class and the Field Class Report:

### Field Class Report:

The Field Class Report is a (3-page, single-spaced, Chicago Style footnote citations) report organized according to the following points:

1. Page 1 – Summary of the Field Class activities – where did the Field Class take place, who were the speakers, and what did you see and experience?

2. Page 2 – Please organize and compose short essay answers to the questions on the hand-out distributed prior to the Field Class pertaining to the country and issues being covered.
3. Page 3 – Relate and compare your answers to Page 2 with the assigned readings and viewpoints expressed by the author(s). Does your experience and observations confirm or contradict the authors' viewpoints and analysis. Why?

### **Independent Field Assignments**

While the Field Class assignment focuses on one port of call and one country, students will also be asked to “academically observe” similar phenomena in all ports and countries visited. As part of their Research Paper assignment, they will be tasked with two “Academic Observer” activities in each port of call: (1) Scan the local media for trending topics and people by scanning an onshore kiosk and photographing the publications' covers as presented on the stands. Collect locally-published English-language newspapers or magazines which we will discuss later in class. (2) Once you have identified some of the trending topics, interview a taxi driver during a ride about their view of “how business is going,” as well as their perspective on some of the trending topics. Asking topical questions of local interest serve as useful “ice breakers” that can move interviewees to provide thoughtful and insightful perspectives conventional tourists rarely glimpse. If possible, try to travel with another student with language abilities so that conversations may take place in the local lingua franca. Record your impressions and quotes for later use in your research paper.

### **METHODS OF EVALUATION / GRADING SCALE** **GRADING SCALE**

This introductory survey course into comparative politics will be graded according to the following Assignments and Grading Weight:

**Attendance** (10%) and **Quizzes** (4 quizzes worth a total of 10%) – students are expected to come to seminar sessions having already read the assigned readings and prepared to engage in seminar discussions. Points may be deducted for unexcused absences. Discussion contributions demonstrating prior reading of texts and thoughtful analysis will be assigned higher participation scores. Four quizzes will also evaluate reading, lecture, and discussion comprehension.

**Field Class** (20%) – Students will attend, participate, and submit a written summary (“**Field Class Report**”) of the Field Class comparative political analysis assignment.

**Research Paper** (20%) – This is an integrative analytical project in which a student employs comparative political theories and methodologies to critically examine the governance issues raised as countries' governmental systems evolve. The Research Paper will also encompass “Academic Observations” as described in the Independent Field Assignments section above.

**Midterm Examination** (20%) – evaluation of student mastery of the course’s curriculum.

**Final Exam** (20%) – cumulative evaluation of student mastery of the course’s complete curriculum.

The following Grading 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 (the SAS partner institution).

Pluses and minuses are awarded as follows on a 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
93-96%: A	83-86%: B	70-76%: C	60%: F
90-92%: A-	80-82%: B-	60-69%: D	

Note that faculty use of the +/- grading is optional. Course instructors should indicate on the syllabus the grading system used in the course.

## **ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

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 a 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 this 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."

## **RESERVE BOOKS FOR THE LIBRARY**

AUTHOR: Patrick O'Neil  
TITLE: *Essential Readings in Comparative Politics*  
PUBLISHER: WW Norton  
ISBN #: JF51 .E77 2013  
DATE/EDITION: 2013

## **FILM REQUEST:**

None

## **ELECTRONIC COURSE MATERIALS**

*Anthology* to be provided by instructor.

## **ADDITIONAL RESOURCES**

None.