

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016
Discipline: Political Science
PLCP 1010-101: Introduction to Comparative Politics
Division: Lower / 1315-1435 (A days)
Faculty Name: Rick Mayes

Pre-requisites: none

COURSE DESCRIPTION

As a survey for the broad field of Comparative Politics, this course equips students with the necessary conceptual and analytical tools to systematically understand and compare the main political institutional and behavioral patterns across various societies. It is an introduction to the nature and scope of comparative political analysis, the structure of political systems, and theories that explain their function or dysfunction. Selected regional and national studies will focus on major concepts in comparative political theory, such as: the impact of the past, the nature of political change and the forms of political legitimacy, political culture and political socialization, and the structure of governments and the politics of modernization (globalization).

COURSE OBJECTIVES

- To understand the basic methodologies of comparative politics.
- To comprehend the fundamental principles of comparative politics.
- To delineate the causes of political conflict and methods of conflict resolution.
- To analyze the role of political institutions and how social and geographic factors shape them.
- To recognize the importance of European countries, particularly the UK and France, in terms of the legacy their empires left and their shaping of the political ideals and institutions of the developing countries we will visit.
- To acquire the analytical tools needed to study politics cross-nationally.

As this course will outline, the cornerstones of modern society are the state, the rule of law, and procedures promoting democratic accountability. Accordingly, the study of “development”—that is, change in human societies over time—is not just “an endless catalog of personalities, events conflicts, and policies. It necessarily centers around the process by which political institutions emerge, evolve, and eventually decay. If we are to understand the fast-changing political and economic developments of our contemporary world, it is important to put them in the context of the long-term story of the underlying institutional structures of societies” (Fukuyama, 7).

REQUIRED TEXTBOOKS

Essentials of Comparative Politics (4th edition, 2012) by Patrick O’Neill
ISBN-10 **0393912787** / ISBN-13 **978-0393912784** (W.W. Norton)

Political Order and Political Decay (2014) by Francis Fukuyama
ISBN-10 **0374227357** / ISBN-13 **978-0374227357** (Farrar, Straus and Giroux)

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 5:

A1 – January 7: Introduction to the Course and Comparative Politics

F. Fukuyama, *Political Order and Political Decay*, Chs. 1-2

P. O’Neill, *Essentials of Comparative Politics*, Ch. 1

A2 – January 9: The State: Bureaucracy

F. Fukuyama, *Political Order and Political Decay*, 3-4

P. O’Neill, *Essentials of Comparative Politics*, Ch. 2

A3 – January 11: The State: Corruption and the Birthplace of Democracy

F. Fukuyama, *Political Order and Political Decay*, Chs. 5-6

P. O’Neill, *Essentials of Comparative Politics*, Ch. 3

Debate 1: Is corruption an unavoidable price we pay for democracy?

Honolulu: January 12

A4 – January 14: The State: Low-Trust Equilibrium

F. Fukuyama, *Political Order and Political Decay*, Chs. 7-8

P. O’Neill, *Essentials of Comparative Politics*, Ch. 4

* 1 page, single-spaced biography due to Prof. Mayes (to include, among other things: where you’re from, your home institution, personal hobbies/interests, academic major, reasons for participating in SAS, possible future ambitions, etc.)

A5 – January 17: Democratic Regimes, Clientelism and Ending the Spoils System

F. Fukuyama, *Political Order and Political Decay*, Chs. 9-10

P. O’Neill, *Essentials of Comparative Politics*, Ch. 5

Debate 2: What is more important for citizens’ quality of life: a good democracy or a strong economy?

A6 – January 20: Nondemocratic Regimes, Nation Building & Good-Bad Government

F. Fukuyama, *Political Order and Political Decay*, Chs. 11-13

P. O’Neill, *Essentials of Comparative Politics*, Ch. 6

QUIZ 1

A7 – January 22: Comparative Politics of Asia and Japan

F. Fukuyama, *Political Order and Political Decay*, Ch. 23

Special Report, “Japan: Into the Unknown,” *The Economist* (2010)

<http://www.economist.com/sites/default/files/special-reports-pdfs/17511619.pdf>

Yokohama: January 24-25

In-Transit: January 26

Kobe: January 27-28

A8 – January 29: Comparative Politics of Asia and China

F. Fukuyama, *Political Order and Political Decay*, Chs. 24-25

Special Report, “China: Building the Dream,” *The Economist* (2014)

http://www.economist.com/sites/default/files/20140419_china.pdf

Shanghai: January 31-February 1

In-Transit: February 2-3

Hong Kong: 4-5

A9 – February 6: Comparative Politics of Southeast Asia and Vietnam

F. Fukuyama, *Political Order and Political Decay*, Ch. 26

Robert Kaplan, “The Vietnam Solution,” *Atlantic Monthly* (2012)

<http://www.theatlantic.com/magazine/print/2012/06/the-vietnam-solution/308969/>

Ho Chi Minh: February 8-12

A10 – February 13: Comparative Politics of Southeast Asia and Singapore

Patrick R. Keefe, “Corruption and Revolt,” *New Yorker* (January 2015)

<http://www.newyorker.com/magazine/2015/01/19/corruption-revolt>

Special Report, “Singapore,” *The Economist* (July 18, 2015)

(in press)

no class: February 15

A11 – February 16: Comparative Politics of Southeast Asia and Burma

Special Report, “Myanmar: A Burmese Spring,” *The Economist* (2013)

http://www.economist.com/sites/default/files/20130525_myanmar.pdf

Economist Intelligence Unit, Myanmar - <http://country.eiu.com/myanmar> (just skim)

Rangoon: February 18-22

A12 – February 23: Comparative Politics of Colonialism and Decolonization

P. O’Neill, *Essentials of Comparative Politics*, Ch. 10

BBC, “The Story of India” (episode 6 “Freedom” – video: watch together the night before class)

https://www.youtube.com/watch?v=81oG_liAYJ8

A13 – February 25: Globalization and the Future of Comparative Politics I

PBS NOW, “India Rising and Globalization,” (documentary video)

<http://vimeo.com/9324995>

P. O’Neill, *Essentials of Comparative Politics*, Ch. 11

Economist Intelligence Unit, India - <http://country.eiu.com/india> (just skim)

Debate 3: Has India’s political history and efforts at democracy made it less wealthy than China?

Cochin: February 27-March 3

A14 – March 4: Globalization and the Future of Comparative Politics II

Special Report, “India Under Modi,” *The Economist* (May 23, 2015)

(in press)

A15 – March 7: QUIZ 2

Mauritius: March 9

A16 – March 10: Comparative Politics of Africa I

F. Fukuyama, *Political Order and Political Decay*, Ch. 19

Ethan Kapstein, “Africa’s Capitalist Revolution,” *Foreign Affairs* (2009)

<http://www.foreignaffairs.com/articles/65158/ethan-b-kapstein/africas-capitalist-revolution>

[* in class *] watch and discuss *What Are We Doing Here?* documentary: Part I [* in class *]

A17 – March 13: Comparative Politics of Africa II

F. Fukuyama, *Political Order and Political Decay*, Ch. 20

Special Report, “Emerging Africa: A Hopeful Continent,” *The Economist* (March 2, 2013)

http://www.economist.com/sites/default/files/20130203_emerging_africa.pdf

Howard French, “The Next Empire,” *Atlantic Monthly* (2010)

<http://www.theatlantic.com/magazine/print/2010/05/the-next-empire/308018/>

[* in class *] watch and discuss *What Are We Doing Here?* documentary: Part II [* in class *]

Cape Town: March 15-20

A18 – March 21: Comparative Politics of Africa III

F. Fukuyama, *Political Order and Political Decay*, Ch. 21

Bernadette Atuahene, “South Africa’s Land Reform Crisis,” *Foreign Affairs* (2011)

<http://www.foreignaffairs.com/articles/67905/bernadette-atuahene/south-africas-land-reform-crisis>

SBS Dateline, “South Africa’s ‘Born Free,’” (April 29, 2014) (18-minute news video)

https://www.youtube.com/watch?v=0ThnceHuA_w

Economist Intelligence Unit, South Africa - <http://country.eiu.com/South%20Africa> (just skim)

A19 – March 23: Comparative Politics of Africa IV

F. Fukuyama, *Political Order and Political Decay*, Ch. 22

World Cup Soccer in Africa: Who Really Wins (video – 75 minutes; watch together the night before class)

Debate 4: Should the U.S. provide foreign aid?

A20 – March 25: Democracy I and Political Violence

F. Fukuyama, *Political Order and Political Decay*, Chs. 27-28

P. O’Neill, *Essentials of Comparative Politics*, Ch. 7

Economist Intelligence Unit, Ghana - <http://country.eiu.com/ghana> (just skim)

Takoradi: March 27-28

Tema: March 29-31

A21 – April 1: Democracy II and Advanced Democracies

F. Fukuyama, *Political Order and Political Decay*, Chs. 29-30

P. O’Neill, *Essentials of Comparative Politics*, Ch. 8

A22 – April 3: Political Decay I

F. Fukuyama, *Political Order and Political Decay*, Chs. 31-33

Debate 5: Is Ghana’s experience with democracy and economic growth replicable throughout Africa?

A23 – April 5:

Political Decay II

F. Fukuyama, *Political Order and Political Decay*, Chs. 34-36

Special Report, “A Climate of Change: The Arab Spring,” *The Economist* (July 13, 2013)

http://www.economist.com/sites/default/files/20130713_arab_spring.pdf

Debate 6: Can Western-style democracy work in the Middle East?

Casablanca: April 7-11

study day: April 12

A24 – April 13:

Final Exam

April 15: Disembark in Southampton, England

METHODS OF EVALUATION

Attendance & Participation = 10% of final grade*

2 Quizzes (10% each) = 20% of final grade

2 Debates (10% each) = 20% of final grade (*debate teams will consist of 2-4 students each*)

1 Field Lab Paper = 20% of final grade

1 Final Exam = 30% of final grade

* any class absence will result in a 5%-point penalty from one’s final grade

Debate Grade Form

Tom, Sue & Abigail – Yes, the U.S. should provide foreign aid.

Please assign a score from 0 (low) to 100 (high) for the Team in each category below

Category	Score (0 to 100)	Comments
Quality of the Analysis How was the material presented? Other thoughts about the content of the debate...		
Quality of the Presentation What was the overall quality of the presentation? How polished and practiced was it? How easy-to-follow and well organized was the presentation? Other thoughts about the quality of the presentation...		
Preparation and Teamwork How well prepared were the presenters? How well did they work together and participate equally? If there were any questions, how did they handle them? Other thoughts about their preparation and teamwork...		

John, Lisa & Rachel – No, the U.S. should not provide foreign aid.

Please assign a score from 0 (low) to 100 (high) for the Team in each category below

Category	Score (0 to 100)	Comments
Quality of the Analysis How was the material presented? Other thoughts about the content of the debate...		
Quality of the Presentation What was the overall quality of the presentation? How polished and practiced was it? How easy-to-follow and well organized was the presentation? Other thoughts about the quality of the presentation...		
Preparation and Teamwork How well prepared were the presenters? How well did they work together and participate equally? If there were any questions, how did they handle them? Other thoughts about their preparation and teamwork...		

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

Field Lab (At least 20 percent of the contact hours for each course, to be led by the instructor.)

Truth & Reconciliation in South Africa

This field lab takes us to the Institute for Justice & Reconciliation, the Centre for the Study of Violence and Reconciliation, and the District Six Museum. The goal is to gain a richer understanding of apartheid, how it was ended, and what its legacy has been for South Africa.

Academic Objectives:

1. To understand how South Africa’s Truth and Reconciliation Commission was run and how the Institute continues to work so that the lessons learned from South Africa’s transition from apartheid to democracy are continued to be disseminated and advanced.
2. To identify what the continuing political and societal challenges are for South Africa.
3. To explore what the legal, social, political goals are for South Africa in the future.

Academic Objectives:

1. To understand how Ghana managed to become one of the most democratic, economically stable, well-administered countries and a model for other African nations.
2. To identify what the continuing political and societal challenges are for Ghana; and
3. To explore what the legal, social, political goals are for Ghana in the future.

Field lab dress code is **Business Casual**

What to wear: (women – skirt or slacks and a blouse or collared shirt)
(men – dress pants, a button down or polo)

Personal appearance should be groomed and neat; comfortable closed-toe shoes

Do NOT Wear: t-shirts, flip-flops, sneakers, jeans, shorts, short skirts, sweatpants, leggings, tank-tops, and/or wrinkled, revealing, stained or dirty clothing.

FIELD ASSIGNMENT

Field Component

* Students will participate in the field lab related to the class. Students will be expected to write a research paper on one of the issues presented during the field lab based on observations during the field lab as well as in another culture we will experience during the voyage. The students' analyses must be appropriate and culturally sensitive, and should be related to the material presented in lecture or reading/video assignments. Students will be expected to reference the course text, lectures, and at least 5 other scholarly and/or reputable sources using APA guidelines.

How to Write an “A” Field Lab Paper

Students naturally want to know a professor's expectations and grading standards, and what better way to begin than by asking, “How does one write an “A” paper?” An “A” paper will earn high scores on six key dimensions of writing identified in the rubric below. Before scouring the details of this document, though, remember three essential points: (1) we write for an audience; (2) we write to convince or persuade that audience; and (3) writing is a **process**, not an event. According to New York Times columnist David Brooks, “I tell college students that by the time they sit down at the keyboard to write their essays, **they should be at least 80 percent done**. That's because ‘writing’ is mostly gathering and structuring ideas. For what it's worth, I structure geographically. I organize my notes into different piles on the rug in my living room. Each pile represents a different paragraph in my column. The piles can stretch on for 10 feet to 16 feet, even for a mere 806-word newspaper piece. When ‘writing,’ I just pick up a pile, synthesize the notes into a paragraph, set them aside and move on to the next pile. If the piece isn't working, I don't try to repair; I start from scratch with the same topic but an entirely new structure.”

A well-organized paper progresses coherently and logically from paragraph to paragraph, sentence to sentence, and word to word. Begin with an introductory paragraph that clearly and precisely states the purpose, or thesis, and identifies the points to be developed in the paper. (**I cannot stress enough the importance of the introduction.**) Each subsequent paragraph should begin with a topic sentence (or controlling theme) that defines the main point, and each sentence within the paragraph should follow logically from its predecessor. Each sentence should be direct and concise: begin with the subject and, whenever possible, follow with active verb. Clear and precise language enables the reader (the audience) to understand the meaning of the writer's thoughts. A writer should state what he/she means and specify obscure terms. Select words carefully, read over sentences, place question marks near unclear points, and clarify points before submitting the final draft of a paper. (By the way, “Etc” (etcetera) is a very imprecise word.)

Rubric for Evaluating Field Lab Papers

	High (A)	Medium (B)	Low (C-F)
Thesis 10%	Very clear and precise	Need to specify key terms of the thesis	Thesis is unclear or imprecise
Organization 25%	Clear topic sentences; coherent paragraphs; subsection titles/breaks	Topic sentences need improvement; or a few “random” points	Non sequiturs within paragraphs
Evidence 25%	Claims are well supported and extensively sourced	Occasional, but inconsistent support for claims	Claims not well supported
Sentence structure 15%	Sentences have a clear subject and active verbs	Occasional passive voice and unnecessary prepositional phrases	General problem with sentence structure
Grammar 10%	Proper use of grammar throughout	Some problems with grammar	General misuse of grammar
Sources 15%	Sources properly and consistently cited; sources are numerous and scholarly	Some citations are not properly or consistently cited; modest to minimum scholarly sources used	Fails to cite sources

Support claims with evidence. An “A” paper substantiates the central thesis and the major points underlying the thesis with proof or logical reasoning. Papers should contain facts, quotations, examples, statistics, references to authorities, or sound reasoning to support the argument. Convince the reader by supporting the claims.

Grammar requires attention to detail. No one is perfect, but effort counts.

Finally, properly cite all sources of information. You may use either notes/bibliography or a reference list with parenthetical in-text citations with guidelines from the *Chicago Manual of Style*.

** Note: two points will be deducted for every day the paper is late.*

RESERVE FILMS FOR THE LIBRARY

What Are We Doing Here? <http://www.imdb.com/title/tt1230592/>

The Story of India (episode 6) <http://www.imdb.com/title/tt1333053/>

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed or, in the case of an electronic file, signed “[signed]”.