

Comparative Politics

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University of Pittsburgh – Bradford
Spring 2015

PS 0103 Comparative Politics

Class Times: Mondays and Wednesdays, 3-4:15 pm
Class Location: Swarts Hall 162
Office Hours: Mondays and Wednesdays, 8:30-10:45 am, by appointment
(Students can meet with me in person or via telephone. Please e-mail me to set up an appointment.)
Office Location: Swarts Hall 217B
Office Phone: 814-362-7586
Contact E-mail: hdevries@pitt.edu
Course Website: <https://courseweb.pitt.edu/webapps/login/>

Course Description:

Welcome to Introduction to Comparative Politics. In this course, principal concepts in political science will be explored in a comparative framework, emphasizing cross-national variation. Topics that will receive a lot of attention include the modern state; democratic versus authoritarian regimes; governing institutions in different types of regimes; nations and nationalism; markets, capitalism, and the state; political participation; political culture; electoral systems; party systems; interest group systems; civil society; regime change; globalization; and comparisons of different policy-making issues (e.g., social policy, health policy, environmental policy, and foreign policy). Using mini cases and case studies in the textbook to guide class discussion, examples from both western and non-western states will be explored. Important theoretical debates and the economic, structural, and cultural causal factors they point to, will be juxtaposed, along with corroborating evidence.

Intensive reading, consistent attendance, and active participation in discussions are required for the course. The course will involve two exams (quizzes will only be used if students are not keeping up with coursework), intensive discussion in class of the readings (especially the case studies, research articles, and international news), several written assignments in preparation for a simulation of an international negotiation at the end of the course, and active participation in the international negotiation simulation on the last two days of class. Written assignments in preparation for the negotiation include four article analyses and two international negotiation assignments. Writing for the course is expected to be of a high caliber, involving critical analysis and concrete evidence, which should stimulate an engaging class discussion.

Course Objectives:

1. Students will become familiarized with various forms of government and politics in countries around the world, comparing their political institutions, processes, and policymaking and the different types of actors involved at multiple levels of analysis.

2. Students will improve their exposure to the diversity of political, economic, cultural, social, geographic, and demographic contexts globally, examining both Western and non-Western cases and the impact of globalization.
3. Different approaches to policy-making on crucial problem areas will be contrasted, in light of state's domestic contexts, with the objective that students can look at these policy issues from several different perspectives and appreciate the variety of reasons driving diverse societies to approach these problems differently.
4. Students will gain experience presenting their ideas and analysis verbally and in writing. The course will culminate in an international negotiation that showcases students' ability to search for and synthesize the literature, critically analyze the arguments and evidence that are presented in the literature, and examine how it applies to recent political events.
5. Students will collect and discuss media coverage of ongoing political processes and key political events in different countries.

Required Textbooks:

Orvis, Stephen, and Carol Ann Drogus. 2014. *Introducing Comparative Politics: Concepts and Cases in Context, 3rd edition*. Los Angeles: Congressional Quarterly Press. ISBN-13: 9781452241524.

Readings:

The assigned materials should be read before class on the date they are listed in the schedule at the end of the syllabus. Some of the readings are research articles available via the college library's databases. They will be available via hyperlinks on the course website.

Grading Distribution: (out of 100 possible points for the course)

- Class Participation in Presentations of Cases, Discussions, Debates, and Activities (20%)
- Exams (40%)
 - Exam 1 (20 points)
 - Exam 2 (20 points)
- 4 Analyses of Articles in Preparation for the International Negotiation (20%)
 - Article Analysis 1 (5 points)
 - Article Analysis 2 (5 points)
 - Article Analysis 3 (5 points)
 - Article Analysis 4 (5 points)
- International Negotiation Assignments, Preparation, and Simulation Participation (20%)
 - International Negotiation Assignment 1 (8 points)
 - International Negotiation Assignment 2 (4 points)
 - International Negotiation Simulation Participation and Preparation (8 points)

Class Participation in Presentations of Cases, Discussions, Debates, and Activities:

Students can earn a maximum of 20 points toward the final grade via participation and engagement in class. Students are expected to attend all course sessions punctually and actively participate in the course activities, presentations of the cases in the textbook, debates, and

discussions. This course involves a lot of discussion of case studies, and students are expected to come to class prepared to discuss assigned cases. (Sometimes students will be assigned specific cases to focus on in their class preparation.) Students who are habitually late or excessively absent will receive point deductions. Class discussions are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence. Please consider both sides, be respectful of others' opinions, try to understand their perspective, and take turns as the devil's advocate, arguing an unpopular position. Intensive reading is required for the course, and students are expected to come to class having completed the day's scheduled reading assignment (either a chapter in the textbook or a research article).

There are 4 dates on which students will be assigned research articles to prepare for class discussion, submitting a written analysis of the article on the same date. The instructor will post links to the research articles on the course website in advance of the session, using the stable URL provided by the library databases which students have access to. Students are expected to devote about several hours to reading and analyzing each of the research articles. Students' insightful participation in the classroom discussion and their analysis (1.5 to 2 pages of summary, analysis, and discussion questions) are expected to demonstrate how they are applying their own ideas, other examples, and critical thinking in response to the readings and properly citing them parenthetically. The instructor will ask students to turn in their analyses for review. It is also expected that students follow international news coverage on a weekly basis and tie examples from news coverage into class discussions.

Intensive reading is required for the course, and students are expected to come to class having completed the day's scheduled reading assignment, as well as prepared to discuss all the Mini Cases and Case Studies in the readings. If students are not prepared to discuss the cases, the instructor will assign students to present them in class. You should also make it a habit to review pertinent international news coverage, especially on the BBC. Students are particularly encouraged to search for recent news coverage concerning the negotiation project.

Exams:

There are 2 exams, each worth up to 20 points. Each exam covers the material presented during one half of the course as well as six corresponding chapters in the textbook. These exams cover all the material read and presented in the lectures during the portion of the course prior to the date of the exam. The exams will also cover material that students are reading as they prepare their semester-long International Negotiation project. Exams will often involve a combination of multiple choice questions, short answer questions, and an essay. The exam format will be discussed in class, several sessions in advance of the actual exam session. The instructor will provide students with a review sheet which contains study questions. Please note: if students are not participating in class or keeping up with the readings, the instructor may announce a quiz for the next class, which will count as part of the exam score.

Analyses of Articles:

Links to research articles linked to the semester-long negotiation project will be posted on the course website. On four occasions, students will be expected to prepare a 2 page analysis of an article, summarizing key points, presenting their critical analysis, and suggesting questions for discussion. The analysis is due on the date that the reading is assigned and will be used to stimulate in class discussion. Each of the article analyses is worth up to 5 points.

International Negotiation Assignments, Preparation, and Simulation Participation:

Students will participate in a simulation of an international negotiation with North Korea during the last week of classes, working in teams to play the roles of the 6 countries that have been involved in the Six Party Talks (China, Japan, North Korea, Russia, South Korea, and the United States). In preparation for the simulation, students will complete two individually prepared International Negotiation assignments (worth 8 points and 4 points). Students will need to prepare for the simulation both in-class and out-of-class. Participation (and thus attendance) during the in-class simulation on the last three dates of class is mandatory.

International Negotiation Assignment 1 (8 points) consists of a country-specific analysis of one of the countries involved in the Six Party Talks with North Korea (either China, Japan, North Korea, Russia, South Korea, or the United States). Students will be charged with describing the country's political system, foreign policy standpoints, and stances regarding North Korea. International Negotiation Assignment 2 (4 points) requires students to apply what they have learned in International Negotiation Assignment 1 as well as the handouts provided by the instructor, to prepare an agreement proposal to present to the other countries at the International Negotiation Simulation. The International Negotiation Simulation Participation grade (8 points) will assess students' preparation in-class and out-of-class as well as their participation in the simulation during the last week of class. Additional instructions and handouts concerning the project will be distributed during special class sessions devoted to the assignment.

Tentative Course Schedule:

Date	Topic, Class Activity, and Assignment Due Dates	Reading
Monday, January 05, 2015	Introduction	Syllabus
Wednesday, January 07, 2015	Introduction to Comparative Politics	Chapter 1
Monday, January 12, 2015	The Modern State and Mini Cases of Somaliland, Afghanistan, Sierra Leone and Liberia	Chapter 2
Wednesday, January 14, 2015	Case Studies of State Formation: United Kingdom, United States, Japan, Germany, Brazil, Russia, Mexico, Iran, India, China, and Nigeria	Chapter 2
Monday, January 19, 2015	No Class: Dr. Martin Luther King birthday observance	
Wednesday, January 21, 2015	States and Citizens, Regimes, Ideologies, and Citizens, and Case Studies of the United Kingdom, Russia, and Germany	Chapter 3
Monday, January 26, 2015	Mini Case of Tanzania and Case Studies of Brazil, Nigeria, Mexico, and Iran	Chapter 3
Wednesday, January 28, 2015	States and Identity and Case Studies of Germany and Northern Ireland; Article Analysis 1 due	Chapter 4
Monday, February 02, 2015	Mini Case of Rwanda and Case Studies of Nigeria, United States, and Brazil	Chapter 4; Link to Assigned Article is Posted on Course Website
Wednesday, February 04, 2015	States and Markets and Case Studies of the United States and Germany	Chapter 5
Monday, February 09, 2015	Mini Cases of the European Union and Chile and Case Studies of Japan, Mexico, and Nigeria	Chapter 5
Wednesday, February 11, 2015	Governing Institutions in Democracies: Executives and Legislatures, Mini Case of Israel, and Case Studies of the United States, Brazil, and Russia; Article Analysis 2 due	Chapter 6; Link to Assigned Article is Posted on Course Website
Monday, February 16, 2015	Governing Institutions in Democracies: Judiciary, Bureaucracy, and Federalism and Case Studies of Germany, Brazil, Japan, India, and Russia	Chapter 6
Wednesday, February 18, 2015	Exam 1	
Monday, February 23, 2015	Institutions of Participation and Representation in Democracies and Mini Case of France	Chapter 7
Wednesday, February 25, 2015	Case Studies of the United Kingdom, United States, Germany, Japan, and India; Article Analysis 3 due	Chapter 7; Link to Assigned Article is Posted on Course Website
Monday, March 02, 2015	Governing Institutions in Authoritarian Regimes, Mini Case of Zaire, and Case Studies of China, Iran, and Nigeria	Chapter 8
Wednesday, March 04, 2015	Elections, Parties, and Civil Society in Authoritarian Regimes, Mini Case of Egypt and Tunisia, and Case Studies of China, Iran, and Nigeria	Chapter 8
Monday, March 09, 2015	No Class: Spring Recess	
Wednesday, March 11, 2015	No Class Spring Recess	

Monday, March 16, 2015	Regime Change, Military Coups, Revolution, and Cases Studies of Brazil, Nigeria, China, and Iran	Chapter 9
Wednesday, March 18, 2015	Democratization, Mini Case of Ghana, and Case Studies of Brazil, Mexico, Russia, and Nigeria; International Negotiation; Article Analysis 4 due	Chapter 9
Monday, March 23, 2015	Globalization, Economic Sovereignty, and Development, Wealthy Countries, and Case Studies of the United Kingdom, Germany, and the European Union	Chapter 10
Wednesday, March 25, 2015	Development and Globalization, Mini Case of Turkey, and Case Studies of China, India, Brazil, and Iran; International Negotiation Group Meetings	Chapter 10
Monday, March 30, 2015	Public Policies when Markets Fail: Welfare, Health, and the Environment, Welfare and Social Policy, Mini Case of Sweden, and Case Studies of Germany, the United States, and Brazil; International Negotiation Assignment 1 due	Chapter 11
Wednesday, April 01, 2015	Health Care and Health Policy, Environmental Problems and Policy, and Case Studies of Germany, the United Kingdom, the United States, China, and Nigeria; International Negotiation Group Meetings	Chapter 11
Monday, April 06, 2015	Policies and Politics of Inclusion and Clashing Values, The Debate over Inclusion and Group Rights, Policies Regarding Religion, Mini case of France and Turkey, and Case Studies of the United Kingdom, India, and Mexico; International Negotiation Assignment 2 due	Chapter 12
Wednesday, April 08, 2015	Policies Regarding Gender and Sexual Orientation, Mini Cases of Saudi Arabia and Kuwait, and Case Studies of Russia, Iran, the United States, and Brazil; International Negotiation Group Meetings	Chapter 12
Monday, April 13, 2015	International Negotiation Simulation in Class	
Wednesday, April 15, 2015	International Negotiation Simulation in Class	
Monday, April 20, 2015	3-5 pm: Exam 2 and Debriefing after International Negotiation Simulation	

Article Readings for January 28:

- Ahn, Mun Suk. 2012. "Kim Jong-II's Death and His Son's Strategy for Seizing Power in North Korea." *Problems of Post Communism* 59(4): 27-37.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=78730349&site=ehost-live>
- Frank, Ruediger. 2012. "North Korea After Kim Jong Il: The Kim Jong Un Era and Its Challenges." *The Asia-Pacific Journal* 10(2):
http://www.japanfocus.org/site/make_pdf/3674
- Michishita, Narushige. 2009. "Playing the Same Game: North Korea's Coercive Attempt at U.S. Reconciliation." *Washington Quarterly* 32(4): 139-52. doi:10.1080/01636600903221924.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=44302830&site=ehost-live>
- Park, John S. 2005. "Inside Multilateralism: The Six-Party Talks." *Washington Quarterly* 28: 75-91.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=mth&AN=17980631&site=ehost-live>
- Park, Yong Soo. 2014. "Policies and Ideologies of the Kim Jong-un Regime in North Korea: Theoretical Implications." *Asian Studies Review* 38(1): 1-14.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=94358555&site=ehost-live>
- Tan, Er-Win, and Geetha Govindasamy. 2012. "From Kim Jong Il to Kim Jong Un: Nuclear Impasse or Diplomatic Opportunity?" *Asia Europe Journal* 10(4): 301-16.
<http://link.springer.com.pitt.idm.oclc.org/article/10.1007%2Fs10308-012-0330-6>

Article Readings for February 11:

- Ahn, Mun Suk. 2013. "How Stable is the New Kim Jong-Un Regime? A Revolution in North Korea?" *Problems of Post Communism* 60(1): 18-28.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=mth&AN=85985324&site=ehost-live>
- Bae, Imho. 2011. "People-to-People Dialogue between North and South Korea: Looking Ahead." *Negotiation Journal* 27(1): 29-44. doi: 10.1111/j.1571-9979.2010.00291.x. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/j.1571-9979.2010.00291.x/pdf>
- Byman, Daniel, and Jennifer Lind. 2010. "Pyongyang's Survival Strategy: Tools of Authoritarian Control in North Korea." *International Security* 35(1): 44-74.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=mth&AN=51999023&site=ehost-live>
- Cha, Victor D., & Anderson, Nicholas D. 2012. "A North Korean Spring?" *Washington Quarterly* 35(1): 7-24. doi:10.1080/0163660X.2012.641728.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=69732705&site=ehost-live>
- Chun, Cheasung. 2013. "U.S. Strategic Rebalancing to Asia: South Korea's Perspective." *Asia Policy* 15: 13-17.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/asia_policy/v015/15.chun.html
- Geun-Hye, Park. 2011. "A New Kind of Korea: Building Trust Between Seoul and Pyongyang." *Foreign Affairs* 90(5): 13-18.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=64464647&site=ehost-live>
- Haggard, Stephan, and Marcus Noland. 2010. "Sanctioning North Korea: The Political Economy of Denuclearization and Proliferation." *Asian Survey* 50(3): 539-68.
<http://www.jstor.org.pitt.idm.oclc.org/stable/pdfplus/10.1525/as.2010.50.3.539.pdf>
- Lee, Sung-Yoon. 2013. "North Korean Exceptionalism and South Korean Conventionalism: Prospects for a Reverse Formulation?" *Asia Policy* 15: 62-68. doi: 10.1353/asp.2013.0008.
http://muse.jhu.edu.pitt.idm.oclc.org/journals/asia_policy/v015/15.lee.html

Article Readings for February 25:

- Cha, Victor D. 2009. "What Do They Really Want? Obama's North Korea Conundrum." *Washington Quarterly* 32(4): 119-38. doi:10.1080/01636600903224837. <http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=44302831&site=ehost-live>
- Gibler, Douglas M., and Steven V. Miller. 2012. "Comparing the Foreign Aid Policies of Presidents Bush and Obama." *Social Science Quarterly* 93(5): 1202-17. doi: 10.1111/j.1540-6237.2012.00909.x. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/j.1540-6237.2012.00909.x/pdf>
- Hughes, Christopher. 2009. "'Super-Sizing' the DPRK Threat: Japan's Evolving Military Posture and North Korea." *Asian Survey* 49(2): 291-311. <http://www.jstor.org.pitt.idm.oclc.org/stable/pdfplus/10.1525/as.2009.49.2.291.pdf?acceptTC=true>
- Kim, Taekyoon. 2012. "Strategizing Aid: US-China Food Aid Relations to North Korea in the 1990s." *International Relations of the Asia Pacific* 12(1): 41-70. doi:10.1093/irap/lcr010. <http://irap.oxfordjournals.org.pitt.idm.oclc.org/content/12/1/41.full.pdf+html?sid=0df633a0-4c1f-4de7-9507-575a586b281b>
- Kiyohito, Kokita. 2011. "Ko Tae Mun, Ko Chung Hee, and the Osaka Family Origins of North Korean Successor Kim Jong Un." *The Asia Pacific Journal* 9(1): http://www.japanfocus.org/site/make_pdf/3465
- Lampton, David M. 2009. "The United States and China in the Age of Obama: Looking Each Other Straight in the Eyes." *Journal of Contemporary China* 18(62): 703-27. doi:10.1080/10670560903172790. <http://www-tandfonline-com.pitt.idm.oclc.org/doi/abs/10.1080/10670560903172790#.VLk6JkfF98E>
- McElwain, Kenneth Mon. 2012. "The Nationalization of Japanese Elections." *Journal of East Asian Studies* 12(3): 323-50. <http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=83751478&site=ehost-live>
- Sneider, Daniel. 2011. "The New Asianism: Japanese Foreign Policy under the Democratic Party of Japan." *Asia Policy* 12: 99-129. http://muse.jhu.edu.pitt.idm.oclc.org/journals/asia_policy/v012/12.sneider.html

Article Readings for March 18:

- Art, Robert J. 2010. "The United States and the Rise of China: Implications for the Long Haul." *Political Science Quarterly* 125(3): 359-91.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=53484363&site=ehost-live>
- Buszynski, Leszek. 2009. "Russia and North Korea: Dilemmas and Interests." *Asian Survey* 49(5): 809-30. <http://www.jstor.org/stable/10.1525/as.2009.49.5.809> .
<http://www.jstor.org.pitt.idm.oclc.org/stable/pdfplus/10.1525/as.2009.49.5.809.pdf?acceptTC=true>
- Hale, Henry E., and Timothy J. Colton. 2010. "Russians and the Putin-Medvedev 'Tandemocracy': A Survey-Based Portrait of the 2007-2008 Election Season." *Problems of Post-Communism* 57(2): 3-20.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=51189749&site=ehost-live>
- Overholt, William H. 2012. "Reassessing China: Awaiting Xi Jinping." *Washington Quarterly* 35(2): 121-37. doi: 10.1080/0163660X.2012.666496 https://www-ciaonet-org.pitt.idm.oclc.org/journals/twq/v35i2/f_0024727_20186.pdf
- Peregudov, S. P. 2009. "The Russian Political System After the Elections of 2007-2008." *Russian Politics & Law* 47(6): 47-87.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=47155401&site=ehost-live>
- Veka, Ekaterina, and Vladimir Pecheritsa. 2014. "Speaking of Socio-Economic and Political Processes in the DPRK under Kim Jong-Un and Their Influence on Russian-North Korean Communication." *Asian Social Science* 10(22): 182-8.
<http://ccsenet.org/journal/index.php/ass/article/view/41737/22878>
- Wright, Teresa. 2011. "Perpetuating Communist Party Rule in China." *Journal of International Affairs* 65(1): 31-45.
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=67678971&site=ehost-live>

General Course Policies

Grading Policy:

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.*

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00 % = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60.0-62.99 % = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

* Please note that if a student engages in academic misconduct such as plagiarism or if the student accumulates an extended period of unexcused absences, the instructor may reduce the final course score or in certain circumstances, revert the student's final grade to the grade of F.

Late Assignment Policy:

Our reading and homework schedule must be adhered to in a timely matter. All assignments must be submitted online on Courseweb by the start of class, on the due date.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

Tips Regarding Your Papers:

Tips Concerning Submitting Assignments:

- Please submit the assignment on Courseweb by the start of class, on the due date, attaching it as a single Microsoft Word file.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and included a properly formatted list of references at the end of the assignment.

Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Single-spaced, 1 inch margins
- No title page is needed, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs
- Italicized headings to clarify the sections of the paper
- Inclusion of parenthetical citations and a list of references

Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name and the title of the paper.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at the Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format (http://www.chicagomanualofstyle.org/tools_citationguide.html) should be included. Be sure to click on the “Author-Date” tab to see the correct version of this citation style. Reference entries should be sorted alphabetically by first authors’ surnames. Any source cited parenthetically should be included in the list of references.

Tips for Finding Useful Books and Research Articles:

Pitt Catt + allows you to search for books, e-books, articles, and journals. You may need to try out different search terms as well as grouping words together using quotation marks. Please note that research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To visit or contact the Hanley Library in Bradford:

<http://www.library.pitt.edu/bradford>

To access Pitt Catt + and all library tools:

<http://www.library.pitt.edu/>

To access any of the databases listed below where you can search for articles:

<http://www.library.pitt.edu/db/all>

To access any of the journals listed below and search for articles:

<http://www.library.pitt.edu/ejournals>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.library.pitt.edu/bradford>

<http://www.library.pitt.edu/askalibrarian>

Databases I recommend include:

Academic Search Premier
EBSCOhost
Project MUSE
JSTOR
PAIS International
Oxford University Press
Columbia International Affairs Online
Worldwide Political Science Abstracts
IngentaConnect
Blackwell Publishing
Wiley
Sage Journals Online

Key journals in International Relations and Comparative Politics

American Journal of International Law
Comparative Politics
Comparative Political Studies
Democratization
European Journal of International Law
Global Governance
International Affairs
International Studies Quarterly
International Organization
Journal of Democracy
Journal of International Affairs
Journal of International Law and International Relations
The Journal of Politics
Political Science Quarterly
Political Studies
Politics and Society
Political Research Quarterly
PS, Political Science & Politics
Review of International Studies

Journals dealing with different regions of the world

African & Asian Studies
African Studies Review
American Journal of Political Science
American Political Science Review
Asian Affairs
Asian Journal of Political Science
Asian Studies Review
British Journal of Political Science
British Journal of Politics and International Relations
Canadian Journal of Political Science

Comparative Studies of South Asia, Africa and the Middle East
European Journal of International Relations
European Journal of Political Research
European Review of Latin American & Caribbean Studies
European Union Politics
International Journal of Asian Studies
International Journal of Middle East Studies
Journal of Asian and African Studies
The Journal of Asian Studies
Journal of Contemporary African Studies
Journal of Contemporary Asia
Journal of Latin American Studies
Journal of Southern African Studies
Latin American Politics and Society
The Middle East Journal
Third World Quarterly
Middle East Policy
Middle East Quarterly (useful but often not empirical)
Middle Eastern Studies
West European Politics

Journals focused on Development and Developing Countries

European Journal of Development Research
Gender and Development
Gender, Technology and Development
Journal of Development Studies
Journal of International Development
Journal of International Relations and Development
Journal of Third World Studies
Progress in Development Studies
Third World Quarterly

Journals focused on Gender

Asian Journal of Women's Studies
European Journal of Women's Studies
Gender and Society
Journal of International Women's Studies
Journal of Middle East Women's Studies
Middle East Women's Studies Review
Politics & Gender

Journals focused on Human Rights

Health and Human Rights
Human Rights
Human Rights Law Review
Human Rights Review

Human Rights Quarterly
Journal of Human Rights
Journal of Human Rights Practice
Law and Practice of International Courts and Tribunals

Journals focused on Civil Society and Social Movements

Interface: Journal for and about Social Movements
Mobilization
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management & Leadership
Social Movement Studies
Voluntas

Journals focused on the Media

European Journal of Communication
Global Media and Communication
International Journal of Communication
International Journal of Press/Politics
International Journal of Media & Cultural Politics
New Media & Society
Media, Culture & Society
Political Communication

Journals focused on the Environment

African Journal of Ecology
Environment, Development and Sustainability
Environmental Politics (articles can be requested via inter-library loan)
Global Environmental Politics
International Environmental Agreements: Politics, Law and Economics
International Journal of Sustainable Development and World Ecology
The Journal of Environment and Development
Review of European Community & International Environmental Law

Journals focused on Social Policy

Global Social Policy
Journal of European Social Policy
Journal of Policy Reform
Journal of Poverty
Social Policy (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

Citizenship Studies
European Journal of Migration and Law
Immigrants & Minorities
International Journal of Migration, Health & Social Care
International Migration

Journal of Immigrant & Refugee Services
Journal of Immigrant & Refugee Studies

Journals focused on Public Health

African Journal of Reproductive Health (useful but often not empirical)
American Journal of Public Health
European Journal of Public Health
Health Expectations (useful but often not empirical)
Journal of Health and Social Policy
Journal of HIV/AIDS & Social Services
Journal of Public Health Policy
Journal of Social Development in Africa

Journals focused on Peace, Conflict, and Conflict Resolution

Cooperation and Conflict
Conflict Management and Peace Science
International Journal of Conflict Management
International Journal of Peace Studies
International Negotiation
Journal of Conflict Resolution
Journal of Peace Research
Mobilization
Peace and Conflict

Journals focused on Defense, Foreign and Security Policy

Defence & Peace Economics
Defence Studies
Diplomacy and Statecraft
European Foreign Affairs Review
Foreign Affairs (useful but often not empirical)
Foreign Policy (useful but often not empirical)
Global Governance
International Negotiation
International Security
Journal of Human Security
Studies in Conflict and Terrorism

Journals focused on Criminal Justice

British Journal of Criminology
Canadian Journal of Criminology
European Journal of Crime, Crime Law, and Criminal Justice
European Journal of Criminology
Global Crime
International Criminal Law Review
International Journal of Criminology

Journals focused on Political Economy
International Journal of Political Economy
Journal of Political Economy
Oxford review of Economic Policy
Review of International Political Economy
Review of Political Economy

Questions to Consider in Evaluating Research Articles:

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?
3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, and the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

Academic Integrity:

Members of the University community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others, face harsh penalties, including permanent dismissal. Incidents of forged signatures that are associated with any academic endeavor at Pitt-Bradford, in addition to being a criminal offense, are viewed as violations of academic integrity. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances. Violations of academic integrity will be tracked by the Dean of Academic Affairs. Refer to the Pitt-Bradford Student Handbook for general guidelines on academic integrity. Copies of the complete Guidelines on Academic Integrity are available in the Office of the Dean of Academic Affairs (232 Swarts Hall.) The following links may be useful:

Pitt-Bradford's Student Handbook:

<http://www.upb.pitt.edu/studentactivities/>

http://www.upb.pitt.edu/uploadedFiles/Student_Life/Student-Services/StudentHandbook2013-14.pdf

The University Library System's tutorial on Plagiarism:

<http://library.pitt.edu/other/files/IL/pl2/plagiarism.htm>

The Provost's sites on academic integrity:

<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>

<http://www.provost.pitt.edu/info/ai1.html>

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in Courseweb, <http://turnitin.com/>, as well as other tools to detect plagiarism. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, and material available on the Internet.

Academic Honesty Provisions:

You must properly cite your work using the Chicago Manual of Style (Author-Date style). Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **Please note: You should be paraphrasing ideas in your own words and rarely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation:
http://www.chicagomanualofstyle.org/tools_citationguide.html
- Click on the “Author-Date” tab in this site. Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper. An example of an in text citation follows (Goldsmith and Wu 2006). A sample reference list entry is also included below:
Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.
- All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
- Note: Wikipedia is NOT an acceptable source because it is an open source website subject to considerable bias, but it does contain useful hyperlinks to primary sources.
- It is not appropriate to merely “paste” quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance. Be sure to place “” marks around quotations.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.
- After reviewing these materials, please let me know if you have any questions.

Ramifications of Your Professionalism:

Please realize that your professionalism is something that I will gauge on several fronts, including in your class participation assessment, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding how you wish to engage with the course, your colleagues, and your instructor. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request. Many of these characteristics are also important considerations in hiring or admission decisions made by prospective employers and graduate programs. **Please note: Failure to exhibit professional intellectual, ethical, behavioral and attitudinal attributes and to interact in a collegial and professional manner with peers, faculty and the public (e.g., during service-learning, a guest lecture, etc.) may result in a 10% reduction in the final course score.**

- Enthusiasm, initiative, and active learning
- Demonstrated punctuality and reliability
- Professional behavioral conduct and demeanor
- Quality of work and work ethic
- Originality and creativity
- Critical thinking, especially in analyzing research and ongoing political events
- Communication, presentation, and listening skills
- Quality of writing, editing, and revision
- Academic honesty and integrity
- Knowledge and comprehension of key theories and concepts
- Ability to apply knowledge to concrete examples and policy-making trends
- Ability to consider divergent perspectives and engage in respectful debate
- Leadership, teamwork and quality of cooperation with other students

Attendance:

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams are scheduled, assignments are due, or in-class presentations, activities, or debates are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. Please avoid missing class sessions, to stay on track in the course.

When students have accumulated three or more unexcused absences, the instructor will deduct a penalty from the participation grade and in the case of excessive absences the instructor may revert the student's final grade to the grade of F. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

Class Cancellation Procedures:

In the event that a class is cancelled, students will receive an e-mail informing them of the cancellation, and a notice will be posted on the classroom door. Please bear in mind that sometimes emergencies or unforeseen circumstances may prevent timely notification --- but all possible efforts will be made to ensure that you are informed in a timely manner.

Some things you can do to make sure you know when a class has been canceled:

- Check your Pitt email before you leave for class
- Check Courseweb for any possible notifications: <https://courseweb.pitt.edu/>
- Make sure your contact information is up-to-date: <https://my.pitt.edu/>
- Register for Pitt's Emergency Notification Service:
<http://technology.pitt.edu/portal/emergency.html>
- Contact Behavioral and Social Sciences division secretary Brenda Brandon: 814-362-7620/Swarts 203A

Severe Weather Policy:

Pitt-Bradford's general severe weather policy is to remain open in all but the most extreme circumstances. However, faculty, staff, and students must use their own discretion in deciding whether it is possible to safely come to class or report for work. In case of inclement weather, please check your Pitt email for any possible notifications from the instructor. If weather circumstances change during the day, please recheck your e-mail messages in case an update or new message has been sent out. Students will not be penalized for weather-related absences, but are responsible for contacting the instructor and making up in-class coursework in a timely fashion. Students should submit assignments on Courseweb by the posted deadline.

ITV Course Considerations (if applicable):

For students who are enrolled in an ITV course that involves students on other campuses in Greensburg and Johnstown, please realize that if classes are cancelled on any campus where students are enrolled in the course, that the instructor will cancel class for all students in the course. Additionally, if there are technical difficulties in connecting to any classroom, class will not start until students on all of the campuses are connected properly.

Students are asked to give feedback, in case there are any problems with the connection and to adjust the volume as needed in their classroom. Also, students should be aware that the microphones are highly sensitive to all sounds, and even a side conversation at a whisper tone can be very distracting to students on other campuses. Please listen carefully to one another, take turns speaking, and raise your hand or signal to let the class know you would like to speak.

Links to on-campus library resources, support services, and disability resources in Greensburg and Johnstown are included below. Students are encouraged to contact the instructor with any questions about available resources or services. Students in Greensburg and Johnstown can meet with the professor using the telephone and Microsoft Lync. Please feel free to e-mail the professor at hdevries@pitt.edu to set up an appointment to talk or chat.

- Library in Greensburg and Johnstown:
<http://www.library.pitt.edu/greensburg>
<http://www.library.pitt.edu/johnstown>

- Support Services in Greensburg and Johnstown:
<http://www.greensburg.pitt.edu/student-resources/learning-resources>
<http://www.upj.pitt.edu/en/academics/academic-success-center/>
- Disability Resources in Greenburg and Johnstown:
<http://www.greensburg.pitt.edu/student-resources/disability-resources>
<http://www.upj.pitt.edu/en/campus-life/counseling/disability-counseling/>

Our Classroom Environment:

Every student brings to the classroom a unique point of view. Everyone has different experiences and different backgrounds. We tend to think and learn in our own way, based in part on our own social and cultural background. Therefore, we have all formed opinions and perspectives that may or may not be shared by others. However, we should all treat each other with respect and decency. In this course, we may look at controversial topics that can provoke strong responses. While I encourage students to engage in discussion about such, I also expect all students to do so with civility, respect, and integrity. To establish a comfortable learning environment, we must have mutual respect and civility. This includes coming to class on time, not disrupting the class with cell phones or pagers, and discussing things in an academic, rather than a personal manner. Let's work together to create an engaging learning atmosphere.

Panopto Lecture Capture:

The University of Pittsburgh at Bradford has contracted with Panopto to provide lecture capture services. Each classroom is equipped with the ability to record both the computer screen and classroom audio, including student interaction with the instructor. Instructors are not required to use Panopto. **Any student not wishing to be recorded must inform their instructor in writing at the earliest possible convenience.** Recorded lectures are provided for student use only and are the property of the instructor of the course and the University of Pittsburgh. Recorded materials may not be duplicated, reproduced, or shared without the express written consent of the instructor.

General Statement of Student Responsibilities:

“As a student at Pitt-Bradford, you have been given the opportunity to study and earn your University of Pittsburgh degree. As a university that takes teaching and learning seriously, Pitt-Bradford prides itself on being a “community of learners.” By this, we mean that all of us – students, faculty and staff – take active roles in the teaching and learning process. One cannot be a passive learner at Pitt-Bradford” (Student Handbook, 2009-2010). In addition to the requirements as outlined for this particular course, as a member of the faculty responsible for carrying out the “community of learners” mission, I understand you as a Pitt-Bradford student to have the following responsibilities:

1. While faculty and academic support personnel are readily available to teach, guide, and assist you, the primary responsibility for learning and your education is yours.
2. While all faculty, academic advisors, and academic support personnel are available to assist you, it is your responsibility to communicate with your advisor and/or course instructor when necessary, and it is your responsibility to be familiar with all relevant university policies and processes.

3. While many students must maintain multiple responsibilities, including work and family, it is your responsibility to make academics – to the greatest degree possible – your highest priority.
4. While a full university experience should include cultural, social and recreational endeavors, it is your responsibility to manage your time such that as a rule, several hours of work outside the classroom are available for each hour of class time.”

Electronic Devices:

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a smartphone, i-pad, or laptop to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Please do not use devices for other purposes such as instant messaging or text-messaging. Students should ask permission before they record any lectures, presentations, or discussions (delivered by the professor or by others).

Caveat Concerning the Flexibility of the Course Syllabus:

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Minor changes will be announced in class, but if there are any major changes, they will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students’ learning.

AccessAbility Services:

If you have a documented learning, physical or emotional disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services coordinator, Carma Horner (clh71@pitt.edu, 202 Hanley Library, 814-362-7609, <http://www.upb.pitt.edu/drs/>), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Writing Assistance, Support Services, and Courseweb Tutorials:

The Writing Center in Hanley Library (Room 250) offers students help with writing:

<http://www.upb.pitt.edu/writingcenter/>

The Academic Coaching and Tutoring Center offers additional support services:

<http://www.upb.pitt.edu/actc/>

Online tutorials for Courseweb are available:

<http://www.cidde.pitt.edu/bb9>