

**Hofstra University**  
**Department of Political Science**



**Independently Negotiated Honors Option**  
**Political Science 02: Comparative Politics**  
**Professor Carolyn Dudek**

In addition to the reading, writing and examination/quiz assignments in the regular course students will be responsible for the following additional work in order to meet Honor's College requirements:

**Additional Required Texts:**

*Globalization and its Discontents*, Joseph Stiglitz

*Comparative Politics: Notes and Readings*, Bernard E. Brown, 2006

ISBN 0-534-60130-8

***Developed vs Underdeveloped World***

*Globalization and its Discontents*, Joseph Stiglitz

Write a 4-5 page analytical critique of *Globalization and its Discontents*. Do you think that Stiglitz accurately portrays globalization and its impact on underdevelopment? Use real world current examples to support your viewpoint.

***Democracy and Transition:***

"On Democracy and Tyranny" Aristotle pp 238-240

"Horizontal Accountability in New Democracies" Guillermo O'Donnell pp 203-210

***Institutionalism (Presidential vs Parliamentary System):***

"Constitutional Design for Divided Societies" Arend Lijphart

Write a 2-3 page paper discussing how institutional design matters. Use modern day examples to support your argument

***Latin America and Regime Transition***

"The Limits of Bureaucratic Authoritarianism" Lilia Shevstova pp 255-259

"Authoritarian Resilience" Andrew J. Nathan pp259-265

***Government and Policy-Making***

"Governance and Outcomes" Joel Abernath and Bert Rockman pp380-390

***Political Violence***

"Frameworks of the Great Revolutions" S.N. Eisenstadt pp 145-155

***Current Events***

In conjunction with these additional readings the student will read on a daily basis the Financial Times in relation to world events. Following one country's current events, I would like the student to write a short 2 page op-ed style piece discussing one of the issues the student has found most interesting.

The student will meet once a week with the professor to discuss the texts and writing assignments listed above. In particular the student will engage in discussing current world issues from the *New York Times* and other news sources that are relevant to issues covered in class.

**Hofstra University**  
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**PSC02 (2): Comparative Politics**

**Phone: 463-5621**

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**office hours: T 9:30-10:50**

**Th 9:30-10:50**

**or by appointment**

**Dr. Carolyn M. Dudek**  
**203A Barnard Hall**

**COURSE DESCRIPTION**

This course aims to familiarize students with the basic concepts used in the study of comparative politics. We shall examine conceptual issues such as state building, regime types, governance, democratic transition, different forms of representation, election systems, political culture and a comparative look at different kinds of government institutions. Within this broad array of concepts we will also examine specific topics such as globalization, development/underdevelopment and liberalization. Through this study students will learn to implement comparative approaches and to become better able to examine current events in a more analytical and informed fashion.

To fully examine these concepts we will study specific countries. These examples are not meant to give an exhaustive treatment of the countries, but to provide an illustration of the diversity and complexity of politics. We will also discuss current events to enable students to apply what they are learning in class.

**Required Texts:**

Almond, Gabriel, *et.al. Comparative Politics Today*. New York: Pearson Longman, 2004.  
8<sup>th</sup> edition (referred to in the syllabus as CPT)

~ Select readings will be posted on Blackboard. Be sure to follow the syllabus for when these readings are required.

**Suggested Texts:**

Daily reading of *New York Times* or *Financial Times*

**Course Evaluation:**

Midterm:	20%
Final:	30%
Research Paper:	25%
Film papers	15%
Participation	10%

**Course Outline:**

**Topic 1:** What is Comparative Politics?

Reading: Chapter 1 CPT

**Topic 2:** Comparing Political Systems: Developed vs. Underdeveloped

Reading: Chapter 2 CPT

**Topic 3:** Democracy and Transition

Reading: *Blackboard*: Calvert, Peter. "Democracy and its Rivals." *In Comparative Politics an Introduction*, 2002, pp31-66

**Topic 4:** Comparing Presidential and Parliamentary Systems-U.S. and Britain Compared

Reading: *Blackboard*—Sodaro, Michael. "The United Kingdom of Great Britain and Northern Ireland"

**Topic 5:** Regime Transition: The Latin American and Central European Experiences:

*Blackboard*: "East-Central Europe in Transition" by David Ost (chapters 26 and 28)  
"Argentina: Prosperity, Deadlock and Change" Thomas Skidmore and Peter Smith

**Topic 6:** Interest Aggregation and Political Parties in Authoritarian and Democratic Systems

Reading: CPT 5

**Topic 7:** Government and Policy-Making

Reading CPT 6

**Topic 8:** Interest Articulation

Reading CPT 4

**Midterm Exam**

**Topic 9:** Political Culture and Political Socialization

Reading CPT 3

☞ **Film papers due at start of class**

**Topic 10:** Identity, Nationalism and Violence/Revolution

Reading: *Blackboard*: Calvert, Peter. "Violence and Political Change." *In Comparative Politics an Introduction*, 2002, pp 297-341.

**Topic 11:** Public Policy

Reading: CPT 7

**Topic 12:** The Legacy of Colonialism: South Africa from Apartheid to Democracy

Reading: *Blackboard*: Sisk, Timothy. "Nigeria and South Africa"

☞ **Term papers due at start of class**

**Topic 13:** Globalization and the Changing Global Arena

*Blackboard*: Selected readings on Globalization

**Review for Final:**

FINAL EXAM:

**Class Policy:**

Students are required to attend class sessions and to actively participate in class. You are responsible for all readings listed in the syllabus or announced during class sessions. This means that students are responsible for material in the texts even if it is not discussed in class. Likewise, students are responsible for material covered in class that is not in the text(s).

Turn off beepers and cell phones when you enter the classroom, unless they are solely for emergency use. Promptness is important. Please keep late entrances and early exits to a minimum, it is deemed impolite to walk in and out of class during discussion.

Chronic lateness, sleeping, making no attempt to answer direct questions, showing disrespect to the instructor or fellow students and/or creating any disturbances in class will result in a zero grade for class participation, and could, under certain circumstances, warrant further disciplinary action.

**Ethics:** Students will be held accountable to standards of ethical academic behavior. Plagiarism and cheating will not be tolerated. Please be advised that I check for plagiarized papers. Whatever you submit should be **in your own words**. Direct copying of a text, or even changing a few words here and there, constitute plagiarism. Be sure to cite all sources that you use, not just for direct quotations but also for ideas, facts, etc.

I have the right to ask for rough drafts and notes used to write papers if I suspect plagiarism. If a student is unable to produce such information the student will be reported for plagiarism and will be dealt with according to Hofstra University standards.

**Purchasing of papers will not be tolerated.** Be advised that such activity is easily detectable and is not acceptable. Buying papers is unethical and also considered plagiarism.

**Any student who plagiarizes will automatically receive a zero for the assignment and will be reported to the Office of the Provost for further disciplinary actions.**

**Exams:** Make-up exams will not be scheduled unless a doctor's note or other official form of proof is provided. Any other excuses for missed exams will be left to my discretion, however, only the most difficult of circumstances will be considered. Anyone caught cheating during an examination will be reported to the Provost in accordance with university procedures and will result in failure of the exam and/or course.

**Research Paper:** Papers are to be handed in at the beginning of class on the specified due date. Late papers will be **penalized a half letter grade per day that I do not receive it.** That means that **the date recorded for when the paper was handed in will be the day that I personally receive it.** If I am out of the office for a couple days, I will not know when the paper was turned in; thus the only fair way to determine the date is the day that I physically have the paper. **Weekends are included** in the counting of days. If you turn in a late paper, please place it in my mailbox located in the department secretary's office. Since other faculty members use my office it may be lost if left under my door. **No papers will be accepted five days after the due date.**

**Seeking Help:** Students are highly recommended to utilize my office hours. It is particularly important to talk to me if you are having problems following lectures, coping with the texts or having difficulty with an assignment. I would suggest starting assignments early since the due date is too late to bring problems to my attention. I am more than happy to help you understand material or to discuss other academic related concerns. Any problems not brought to my attention will not be considered as an excuse for poor performance.

#### GENERAL EDUCATION LEARNING OBJECTIVES

PSC 2 is a distribution course, satisfying distribution requirements in the Behavioral Social Sciences category. As such, the course will incorporate the following learning objectives specified by Hofstra College as general learning objectives:

Critically analyze one's own thinking by identifying one's presumptions, values, and viewpoints as well as problems, inconsistencies, and unanswered questions.

Conceive and defend alternative hypotheses and viewpoints; offer and explain reasons for provisionally rejecting or accepting them.

Clearly and accurately summarize and evaluate the facts, presumptions, viewpoints, values, and arguments presented in a text or creative work.

Gather and assess relevant information, and apply appropriate cognitive methods in solving problems or answering questions raised in a text or creative work.

Read with comprehension, and critically interpret written work in discipline-specific contexts.

Demonstrate knowledge of the intellectual, social, political, economic, or cultural practices of at least one of the peoples in Africa, Asia, the Middle East, Latin America, or of the indigenous peoples of the Americas and Australia.