

Comparative and International Politics
Christopher Newport University

Fall – 2018
POLS 215-1M
MWF: 11-11:50 a.m.
Location: MCM 310

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Course Description

This course will introduce students to the political world beyond our borders. It combines the study of the international state system with the study of politics within states. The course will involve critical thinking about world issues and the organization of society and require students to debate contemporary political issues such as what responsibility rich countries have towards poor countries, legitimacy of tactics for pursuing political gains, when war is just and the challenges that exist to organizing internationally.

Course Objectives

Upon completing the requirements of this course, students will be able to do the following:

- Gain basic understanding of the factual knowledge, theories, methods, and issues of international relations and comparative politics.
- Develop knowledge and understanding of diverse perspectives, global awareness, and other cultures.
- Learn to analyze and critically evaluate ideas, arguments, and points of view.

Also, students should be able to:

- Demonstrate the ability to discuss the international system with regard to units of analysis, claims about state behavior, and predictions about political outcomes.
- Demonstrate skills to develop and express views coherently, intelligently, and with civility
- Develop the habits for working collectively and collaborate on a group project together

Required Texts

- Michael T. Snarr and D. Neil Snarr, *Introducing Global Issues 6th edition*, Lynne Rienner, 2016.
- Additional readings for each week will be posted on *Scholar*.

***In addition to the required text, you should read a national or international newspaper or magazine (or digital media) on a regular basis to keep up with current events. Potential choices include:

- New York Times: <http://www.nytimes.com/>
- Washington Post: <https://www.washingtonpost.com/>
- Wall Street Journal: <http://www.wsj.com/>
- The Economist: <http://www.economist.com/>
- Foreign Affairs: <https://www.foreignaffairs.com/>
- Financial Times: <http://www.ft.com/home/uk>
- Associated Press: <http://www.ap.org/>
- Brookings: <http://www.brookings.edu/>
- Politico: <http://www.politico.com/>
- Huffington Post: <http://www.huffingtonpost.com/>
- Slate: <http://www.slate.com/>
- Bloomberg: <http://www.bloomberg.com/>
- BBC News: <http://www.bbc.com/news>
- CNN: <http://www.cnn.com/>
- The New Yorker: <http://www.newyorker.com/>
- Reuters: <http://www.reuters.com/>
- Aljazeera: <http://america.aljazeera.com/>

Course Requirements

Attendance and participation (35%):

Required, unless you are sick or have an official CNU conflict. You must notify me of your absence in advance. (Repeatedly being late might also accumulate to an absence.) Participation is crucial, and this requires that you keep up with the course readings.

- News presentation: you will be assigned to present news or current events *once* during the semester. You will need to post the web link of the news article on *Scholar* (on the course page, go to “discussions” on the left, click on “news presentations,” and then click on “create thread.” Name the subject with your full name and presentation date. In the message, paste the link of your news article and the full text) by noon before the day you present. Your presentation should be about 5 minutes and should be related to the topic of the week. Describe what happened and why it is important.
 - You will also need to post short comments on at least five news articles during the semester. Comments should be posted before the presentation and should be at least one full sentence. (5%)
- Quizzes and short assignments: There will be pop-up quizzes and take home short assignments on some days. Questions on quizzes will generally be quite easy if you have been “present” during classes, keeping up with current events, and have done the assigned readings. Short assignments generally require creative, analytical, and critical thinking. Quizzes and short assignments have exact the same weights, and the specific percentage of each quiz or short assignment is determined by how many of them we end up having. (20%)
- You are expected to attend all classes and actively contribute to the discussions. Absences may be excused for medical, religious, official, and personal reasons. Absences for illness for more than two days require a medical certificate. Absences for religious observances and family or personal reasons require documentation. Absence for purposes of representing the University in authorized athletic events or officially sponsored activities are excused by notification from your sponsoring

department or activity. The stated University policy reads: “Students with excessive absences will receive a grade of F or UI upon the instructor’s recommendation.” I define “excessive absences” for this course to be nine absences, excused or not. (10%)

Small group discussions and group project (25%):

- We will break down into small groups (3-5 students each) to have structured discussions during most classes for about 10 minutes (We will use the method based on a process formulated by the Interactivity Foundation. A more detailed guide can be found online.¹ Each student will rotate to be the scribe and the facilitator during the semester. Each group will develop a comprehensive report about a specific theme containing conceptual, contrasting policy possibilities. They will be presented in class at the end of the semester.
 - Research on the issue topic your group has decided. The use of scientific methods will be a plus. (reflected in the report)
 - Then, use the IF method to ask questions and raise concerns, generate policy possibilities, explore potential implementations and consequences, revise the policy possibilities. The outcome is a report. (10%)
 - Group presentation on the possibilities (5%)
 - Scribe notes (5%)
 - Who were present
 - What was discussed
 - Who is responsible for what and who did what
 - Why you made certain decisions
 - Did the rules you set up work or not
 - Other things noteworthy

Scribes should email the professor (and cc all your group members) the notes within 24 hours after each discussion. As long as the notes are submitted, the scribe will receive full credit for this requirement. If we do not have an equal amount of opportunities for each group member to be the scribe, each group should use your own decision-making mechanism to determine who gets an additional turn.

- Creativity, effectiveness, and management of the project (5%)
 - Decision-making process
 - Necessary functions and institutions
 - Awareness and adjustments
 - Effective resource mobilization
 - Meeting attendance
 - Meeting schedule (discussions on individual countries, theme selection, comparison and material gathering, etc.)
 - Communication with the instructor (apply for time needed at the end of the class, default 30 min; representative; written document, etc.)

Exams (40%):

¹ Please visit < <http://studentguide.interactivityfoundationwiki.wikispaces.net/>>

There will be two equally weighted exams in this course. The midterm exam will be held on Wednesday, 10/10; the final exam will be held during the regular final exam period.

Grading

Your grade for the course will be based on your performance on the above assignments, as well as your preparedness for and participation in class:

Attendance and Participation	35%
Small Group Project	25%
Midterm Exam	20%
Final Exam	20%

For written work, the **A** range will comprise only work which features strikingly original thinking and/or argumentation, expressed in clear, cogent, error-free writing. Only students that go well beyond class materials and discussions (in thought, not extra research) will be considered for an **A** grade. Papers and examinations in the **B** range exhibit mastery of the course materials and discussions, expressed in clear, cogent, error-free writing. Papers and examinations in the **C** range exhibit inadequate understanding of the course materials and discussions and/or deficient, error-plagued writing. Papers and examinations in the **D** range exhibit wholly inadequate understanding of the course materials combined with deficient, error-plagued writing. Hopefully the **D** range and worse will not be an issue. Pluses, minuses, or flat grades within any of these ranges reflect the instructors' judgment of the merits of the paper or examination relative to other papers in the same range. All late assignments will be reduced 1/3 of a grade for every day they are late. Students may appeal grades they feel they received in error but I reserve the right to increase or decrease their grade upon reconsideration. To appeal you must explain, in writing, why you believe your grade is incorrect before coming to talk to me. I am willing to give "A"s when deserved but I am also willing to use the other parts of the grading spectrum to make sure that those whose work is truly outstanding truly stand out. Your work does not start at "A" level with subtraction for things wrong with it. I frequently give "B"s to work that is very good and without obvious shortcoming, and which only has the flaw of not being **A** quality work.

Grading Scale

94-100 A	74-76 C
90-93 A-	70-73 C-
87-89 B+	67-69 D+
84-86 B	64-66 D
80-83 B-	60-63 D-
77-79 C+	0-59 F

Course Policies:

Academic Honesty:

Plagiarism is the stealing or passing off as your own the writings or ideas of someone else. Examples of plagiarism include, but are not limited to, quoting, summarizing, or paraphrasing ideas without giving credit to their source, submitting as your own work that has been copied or purchased from another student or other source, and permitting someone else to revise or edit a paper to the extent that it is no longer your own work. Plagiarism is not permitted and will result in a zero for that assignment and may result in an F for the course. It is your responsibility to know what plagiarism is and how to avoid it.

Moreover, this course is subject to the rules on academic honesty and integrity as set forth in the University Handbook. Please be aware that intentional acts of academic dishonesty and plagiarism will be dealt with severely. Each student is expected to understand the University's honor code, so students are strongly urged to review that section of the Handbook.

The Handbook (3) clearly states: "Misunderstanding of the Honor System will not be accepted as an excuse for dishonest work. If a student is in doubt on some point with respect to the student's work in a course, the student should consult the instructor before handing in the work in question." I expect that you will uphold the CNU Honor Code, below, in your preparations for this course:

On my honor, I will maintain the highest possible standards of honesty, integrity, and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.

Disabilities:

In order for a student to receive an accommodation for a disability, that disability must be on record in the Office of Student Affairs, 3rd Floor, David Student Union (DSU). If you believe that you have a disability, please contact Dr. Kevin Hughes, Vice President of Student Affairs (594-7160) to discuss your needs. Dr. Hughes will provide you with the necessary documentation to give to your professors.

Students with documented disabilities are to notify the instructor at least seven days prior to the point at which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with all reasonable accommodations, but students are not exempted from fulfilling the normal requirements of the course. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

Success:

I want you to succeed in this course and at Christopher Newport. I encourage you to come see me during office hours or to schedule an appointment to discuss course content or to answer questions you have. If I become concerned about your course performance, attendance, engagement, or well-being, I will speak with you first. I also may submit a referral through our Captains Care Program. The referral will be received by the Center for Academic Success as well as other departments when appropriate (Counseling Services, Office of Student Engagement). If you are an athlete, the Athletic Academic Support Coordinator will be notified. Someone will contact you to help determine what

will help you succeed. Please remember that this is a means for me to support you and help foster your success at Christopher Newport.

Academic Support:

The Center for Academic Success offers free tutoring assistance for Christopher Newport students in several academic areas. Staff in the center offer individual assistance and/or workshops on various study strategies to help you perform your best in your courses. The center also houses the Alice F. Randall Writing Center. Writing consultants can help you at any stage of the writing process, from invention, to development of ideas, to polishing a final draft. The Center is not a proofreading service, but consultants can help you to recognize and find grammar and punctuation errors in your work as well as provide assistance with global tasks. Go as early in the writing process as you can, and go often!

You may visit the Center for Academic Success to request a tutor, meet with a writing consultant, pick up a schedule of workshops, or make an appointment to talk one-on-one with a University Fellow for Student Success. The Center is located in Christopher Newport Hall, first floor, room 123.

Tentative Class Schedule
(Readings with * are optional)

This schedule is subject to change if we require more or less time to adequately cover each topic.

Week 1: Introduction

8/27: Introduction to course

8/29: Globalization and key players

- “Exploring Global Issues,” Snarr and Snarr, chapter 1
- Stephen M. Walt, “International Relations: One World, Many Theories,” *Foreign Policy* 110 (Spring 1998), pp. 29-46

8/31: Small group project first organizing session

Week 2: State and state building

9/3: Key actors in international relations

- “Global Security: Old Issues, New Realities,” Snarr and Snarr, chapter 2 (P17-21)
- * “Global Security: Old Issues, New Realities,” Snarr and Snarr, chapter 2 (P21-29)

9/5: State and state building

- Carol Ann Drogus and Stephen Orvis, *Introducing Comparative Politics: Concepts and Cases in Context*, 2nd ed. (Washington, DC: CQ Press, 2011), chapter 2. All “mini cases” and “case studies” are optional.
- *Charles Tilly, “War Making and State Making as Organized Crime,” in Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds., *Bringing the State Back In* (New York: Cambridge University Press, 1985), pp. 169–187.
- *Steven Topik, “The Hollow State: The Effect of the World Market on State-Building in Brazil in the Nineteenth Century,” in James Dunkerly, ed., *Studies in*

the Formation of the Nation-State in Latin America. London: Institute of Latin American Studies, University of London, pp. 112–132.

9/7: Current issues in global security

- “Global Security: Old Issues, New Realities,” Snarr and Snarr, chapter 2 (P29-38)

Short assignment I: policy recommendations to address the issue of terrorism (due 9/14)

Week 3: Different lenses of looking at the world

9/10: Regimes and legitimacy

- Carol Ann Drogus and Stephen Orvis, *Introducing Comparative Politics: Concepts and Cases in Context*, 2nd ed. (Washington, DC: CQ Press, 2011), chapter 3. All “mini cases” and “case studies” are optional.

9/12: Cases of Germany and Brazil

- Sherri Berman, “Civil Society and the Collapse of the Weimar Republic,” *World Politics* vol. 49, no. 3 (April 1997), pp. 408–426
- John Markoff and Silvio R. Duncan Baretta, “Economic Crisis and Regime Change in Brazil: The 1960s and the 1980s,” *Comparative Politics* vol. 22, no. 4 (July 1990), pp. 421–444.

9/14: Varieties of Democracies and Alternatives to democracies

- *Michael Coppedge and John Gerring, “Conceptualizing and Measuring Democracy: A New Approach.”
- Daniel Bell, *The China Model: Political Meritocracy and the Limits of Democracy*, Chapter one

Week 4: WMD proliferation

9/17: Weapons proliferation

- “The threat of Weapons Proliferation,” Snarr and Snarr, chapter 3

9/19: The debate on nuclear weapons proliferation

- Kenneth N. Waltz, “Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability,” *Foreign Affairs* (July/August 2012).
- Gregory Giles, “Iran” in Joseph F. Pilat and Nathan E. Busch, *The Routledge Handbook of Nuclear Proliferation and Policy* (Routledge, 2015), pp. 42-55

9/21: The threat of North Korea

- Joshua Stanton, Sung-Yoon Lee, and Bruce Klingner, “Getting Tough on North Korea: How to Hit Pyongyang Where it Hurts,” *Foreign Affairs* (May/June 2017): 65-75.

Week 5: Identity and Nation Building

9/24: Nation-state and nationalism

- “Nationalism and the Clash of Identities,” Snarr and Snarr, chapter 4 (P59-68)
- The Israeli-Palestinian Conflict, Snarr and Snarr, chapter 4 (P68-80)

9/26: Case Study: France and Germany

- Rogers Brubaker, “Migrants into Citizens? Traditions of Nationhood and Politics of Citizenship in France and Germany,” in William Julius Wilson, ed., *Sociology and the Public Agenda* (Newbury Park, CA: Sage Publications, 1993), pp. 73–96.

9/28: Case study: Brazil and the US

- Edward E. Telles, “Ethnic Boundaries and Political Mobilization among African Brazilians: Comparisons with the US Case,” in Michael Hanchard, ed., *Racial Politics in Contemporary Brazil* (Durham, NC: Duke University Press, 1999), pp. 82–97.

Short assignment II: Thoughts and analyses on the identity politics in the U.S. (due 10/5)

Week 6: Religion, gender, and human rights

10/1: Human rights

- “The Quest for Universal Human Rights,” Snarr and Snarr, chapter 5

10/3-5: Case study: gender and politics in Iran and Russia

- Homa Hoodfar and Shadi Sadr, “Islamic Politics and Women’s Quest for Gender Equality in Iran,” *Third World Quarterly* vol. 31, no. 6 (2010): 885–903.
- Valerie Sperling, “Women’s Organizations: Institutionalized Interest Groups or Vulnerable Dissidents?” in Alfred Evans, Lisa McIntosh-Sundstrom, and Laura Henry, eds., *Russian Civil Society: A Critical Assessment* (Armonk, NY: M.E. Sharpe, 2006), pp. 161–177.

Week 7: Health and genetic technology

10/8: Health

- *“Ensuring Health,” Snarr and Snarr, chapter 7
- John H. Evans, *Contested Reproduction: Genetic Technology, Religion, and Public Debate*, (Chicago and London, University of Chicago Press, 2010) pp. 1-55
- *Report: Anticipating human genetic technology (Interactivity Foundation 2009)
- *NIH Guidelines on Human Genetic Technology, 2009 (<http://stemcells.nih.gov/policy/pages/2009guidelines.aspx>)

10/10: **Mid-term exam**

10/12: Go over the exam, revisit and clarify key concepts, and strategizing for a successful second half of the semester

Week 8: Privacy and national security

10/17-19:

- Susan Landau, “Making Sense from Snowden: What’s Significant in the NSA Surveillance Revelations,” IEEE Computer and Reliability Societies (July/August 2013)
- *Engaging Privacy and Information Technology in a Digital Age*, James Waldo, Herbert S. Lin, and Lynette I. Millett, Editors, (Washington D.C.: National Research Council of the National Academies, 2007) pp. 19-53, 155-176
- *Report: *Privacy and privacy rights* (Interactivity Foundation, 2010)

Week 9: Food

10/22: Food security and food safety

- “Ensuring Food Security” Snarr and Snarr, chapter 8

10/24-26: Priorities of food politics

- Marion Nestle, *Food Politics* (Berkeley: University of California Press, 2002) pp. 1-28.
- Jeffrey Sachs, *The End of Poverty* (New York: Penguin Press, 2005) pp. 226-243.
- *Food, Inc.” < <http://documentaryaddict.com/Food+Inc-2174-documentary.html>>
- *Report: *Food, what might be for dinner?* (Interactivity Foundation, 2011)

Short assignment III: Visit a local supermarket and write down your observations and analyses based on your observations (Due 11/3)

Week 10: Consequences of Colonialism

10/29: Colonialism and world systems

- “The Evolution of the Global Political Economy” Snarr and Snarr, chapter 9 (177-192)

10/31: Consequences of colonialism

- Atul Kohli, “Where Do High Growth Political Economies Come From? The Japanese Lineage of Korea’s ‘Developmental State,’” *World Development*, vol. 22, no. 9, 1994: 1269-1293.
- *Stephan Haggard, David Kang, and Chung-in Moon, “Japanese Colonialism and Korean Development: A Critique,” *World Development*, vol. 25, no. 6, 1997: 867-881.
- *Report: *Democratic Nation Building* (Interactivity Foundation, 2011)

11/2: World Trade Simulation

- “Dilemmas of Free Trade” Snarr and Snarr, chapter 10

Week 11: Population growth and development

11/5: Population growth

- “Challenges of Population Growth and Migration” Snarr and Snarr, chapter 12 (P245-258)

11/7: Human migration

- “Challenges of Population Growth and Migration” Snarr and Snarr, chapter 12 (P258-263)
- Nana K. Poku, Neil Renwick and John Glenn, “Human security in a globalizing world,” *Migration, Globalisation and Human Security*, David T. Graham and Nana K. Poku ed. (London and New York: Routledge, 2000)

11/9: Family planning: China’s one-child policy

- “China’s One-Child Policy,” three selected short articles from *the Economist*

Week 12: The role of women

11/12: Women and international politics

- “Recognizing the Role of Women in Development” Snarr and Snarr, chapter 13

11/14: Women and governance

- Beaman, Lori, Raghavendra Chattopadhyay, Esther Duflo, Rohini Pande, and Petia Topalova. 2009. “Powerful Women: Does Exposure Reduce Bias?” *Quarterly Journal of Economics* 124: 1497-1540

11/16: Case study: the Grameen Bank

- Check out: www.grameen.com

Week 13: Poverty, inequality, and sustainable development

11/19:

- “Ending Poverty, Reducing Inequality” Snarr and Snarr, chapter 11
- “Achieving Sustainable Development” Snarr and Snarr, chapter 14 (P302-309)

Week 14: Politics of the environment

11/26: Global environmental regimes

- “Achieving Sustainable Development” Snarr and Snarr, chapter 14 (P291-302)

11/28: Climate change

- “Confronting Climate Change” Snarr and Snarr, chapter 15

11/30: The Stern Report and the discount rate

- Nicholas Stern, *The Economics of Climate Change: The Stern Review*. (Cambridge and New York: Cambridge University Press, 2007)
- *William D. Nordhaus, “A Review of the ‘Stern Review on the Economics of Climate Change,’” *Journal of Economic Literature*, Vol.45, No.3 (sep., 2007), pp.686-702

Week 15: Review and presentations

12/3-7: wrap-up, reviews, and presentations

Final exam

Note: mentoring sessions and facilitated mini discussions are available during or outside my office hours by appointment. If you want to discuss the knowledge and skills you learned from this class or want to apply or exercise them, please let me know. My goal is to make you successful.