

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
- Course is listed in the current catalog, but is **NOT** a “General Education” course
- New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 20, 2018**
- B. Department: **HPSS**
- C. College: **Arts and Sciences**
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
Bonnekessen
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)
- E. Course prefix: **POLS**
- F. Course number: **103**
- G. Credit hours: **3**
- H. Title of course: **Comparative Politics**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
- I. Will this course require a new course description? **No**
(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
Click or tap here to enter text.
- J. Does this course include a co-requisite laboratory course: **No**
If “Yes”, please provide the co-requisite course name and number:
Click or tap here to enter text.
- K. Will this course be available on-line: **Yes**
If “Yes”, please provide a detailed explanation: **Every Summer Semester**
- L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway* **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
 - **Wellness Strategies**
 - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

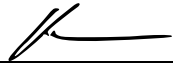
If “Yes,” please select one: Diverse Perspectives within a global context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Benchmark
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department ChairpersonApproved Not Approved



20. Dec., 2018

Department Chairperson Signature

Date

Faculty Senate General Education CommitteeApproved Not Approved

Faculty Senate General Education Chairperson Signature

Date

Faculty SenateApproved Not Approved

Faculty Senate Recording Secretary Signature

Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: PSP.ABC123.Form PSP = Pitt State Pathway. ABC123 = Course abbreviation and number

Tuesday & Thursday, 8:00-9:15
Russ Hall 401

PROFESSOR: Dr. Adam Bilinski
OFFICE: Russ Hall 306A
e-MAIL: abilinski@pittstate.edu
OFFICE HOURS: MWF 10:00-10:50; TTh 9:30-10:45; and by appointment

REQUIRED TEXT:

- Orvis, Stephen W., and Carol A. Drogus. *Introducing Comparative Politics: Concepts and Cases in Context*, 4th ed. 2018

COURSE OVERVIEW: POLS 103 is an introductory course in comparative politics, which is a fancy term for politics in every country in the world outside of the USA. If political science is your major, this course is crucial as it will introduce you to one of the four major branches of the field (the other being American politics, international relations and political theory). Subsequently, you will be able to determine which of the main areas of political science is of the most interest to you. If you are not a political science major, this course will still be useful. It will let you understand better the contemporary world and the most important political issues of the day. After completing this course you will be able to engage in an informed discussion about contemporary events and become a better citizen with interest in politics outside of the US. The knowledge acquired in this course will also help you assess the advantages and flaws of the American political system, as we will make frequent comparisons of American political institutions with political and social institutions in other countries. In addition, we will compare democratic and non-democratic political systems, so that you will be able to evaluate the benefits and costs of living in a democratic country.

COURSE OBJECTIVES: Upon completion of this course, students should be able to do the following:

- Distinguish among various types of political regimes, systems, and institutions,
- Compare political institutions across multiple countries,
- Explain how ideologies and economic systems can affect political processes and policies,
- Describe how actions and behaviors can influence the political system, and
- Explain how political power is acquired and maintained and how political change arises in different contexts.

COURSE REQUIREMENTS: Regarding the course requirements, my primary goal as an instructor is to specify them in a way that will help students learn and understand the course matter, and improve their skills of critical analysis, thinking, and writing (as specified above). Research on good teaching practices shows that students remember information better when they recall what they already had heard or read about numerous times, and when they try to “predict” answers to questions about the material. Hence, throughout the course we will regularly come back to the information we had already studied, and try to use our current knowledge to predict answers to questions about the new material. This will be achieved through in-class entry quizzes, “recollection” questions posted at the beginning of the class, and cumulative character of exams. The exams will have two components. One component (half the exam grade) will take the form of three questions chosen randomly from a list of questions known in advance. The other component (the other half of the exam grade) will be multiple choice, with questions based on exam guides. In my experience, this exam format helps students learn more effectively compared to a

traditional multiple choice format, and as a result achieve better grades. Finally, you should note that the essay outline and the exams give you a chance to improve your grade. In other words, you will be allowed to submit a second outline draft (until May 5 at midnight), and to take each exam for the second time to improve your grade (at the department office - Russ 412 - any time until the end of semester, i.e. May 3 being the last day to do it) .

GRADING: The final grade is based on an average of your grades for: 1st midterm exam (20%), 2nd midterm exam (20%) final exam (20%) – multiple choice + short essay format, research essay outline (25%), quizzes (15%) + extra credits.

Grade Scale: A=100-90, B= 89-80, C= 79-70, D= 69-60, F= 59 and below

First Midterm Exam: (Feb 28) Mixed format. The exam consists of two parts: the multiple choice part (50% of the grade, 30 multiple choice questions including five on news articles) and short essay part (50% of the grade, you will receive a list of four questions from which you will choose to answer two questions; the four questions will be chosen randomly from a list of questions known in advance). Scantrons are required. You can improve upon your first-term midterm exam grade by re-taking the exam in the department office any time during the semester (May 3 being the last day). The second-term 1st midterm exam will have the same form as the first-term 1st midterm exam. The exam is closed book (no book, notes, or other aides allowed). Please see "first midterm question list and topics for multiple choice" on Canvas under "pages" for a list of questions for the short essay part of the exam and for study topics for the multiple choice exam. Please note that some material overlap. You can retake the exam for a better grade at department office, Russ 412. The last day to do it is May 3.

Second Midterm Exam: (Apr 4) The same format and rules as the first midterm exam, but different material. Please see "second midterm question list and topics for multiple choice" on Canvas under "pages" for a list of questions for the short essay part of the exam and for study topics for the multiple choice exam.

Final Exam: (cumulative: questions/topics from the entire semester); hand-written notes (and only hand-written notes) are allowed. Otherwise, the same format and rules as the first midterm exam. You can improve upon your final exam grade by retaking exam during the proper final exam time (at XX).

Quizzes: Several quizzes will be conducted at the beginning of the class to test your knowledge of the readings assigned for the class and/or material covered during the previous class. Quizzes are administered online through Canvas - you need to bring an appropriate device to complete them. If you happen to miss the class, you will receive 0% for the missed quiz (unless the absence was due to confirmed medical condition or family emergency). I will drop your two quizzes with the lowest grade. Quiz grading works as follows. Quiz is composed of five questions. Answering four or five correctly will get you five points, answering three correctly will get you four points, answering two correctly will get you two points, answering one correctly will get you one point, and then zero points for zero correct answers. The quiz questions will be based on reading guides posted on Canvas under "pages" (there is one guide for each chapter). A quiz will usually be held at the first meeting devoted to each chapter. So, for example, given that chapter 2 will be discussed on Jan 22 and 24, you can expect a quiz on Jan 24. You can also expect a quiz on meetings devoted to current news/issues. In those cases, quiz reading guides will be posted on Canvas before the class, alongside the readings. Quizzes are closed book - the only exception to the closed book rule are handwritten notes which you made yourself in order to

prepare for the quiz. The quiz notes should be written on only one separate paper sheet. Quizzes are like a bitter medicine. All kids hate taking them, but still they are necessary to succeed. Without quizzes, students are much less likely to read the textbook regularly, which results in lower performance at the midterm and final exams. Moreover, many quiz questions are similar to midterm and final questions. Preparing for those questions will help you succeed at the midterm and final exams.

For important information, including PSU's Academic Integrity Policy and various scheduling matters, see the Syllabus Supplement – Fall 2018, available on Canvas on the syllabus page.

COURSE SCHEDULE

Date	TOPICS	Readings
Jan 15	Course overview	
Jan 17	Introduction	Textbook, chap. 1
Jan 22	The modern state (1)	Textbook, chap. 2
Jan 24	The modern state (2)	Textbook, chap. 2
Jan 29	Current news day	
Jan 31	States, citizens and regimes (1)	Textbook, chap. 3
Feb 5	States, citizens and regimes (2)	Textbook, chap. 3
Feb 7	Current news day	
Feb 12	States and identity (1)	Textbook, chap. 4
Feb 14	States and identity (2)	Textbook, chap. 4
Feb 19	Governing institutions in democracies (1)	Textbook, chap. 5
Feb 21	Current news day	(video shown in class)
Feb 26	Governing institutions in democracies (2)	Textbook, chap. 5
Feb 28	1ST MIDTERM EXAM	
Mar 5	Institutions of participation and representation (1)	Textbook, chap. 6
Mar 7	Institutions of participation and representation (2)	Textbook, chap. 6
Mar 19	Current News Day	

Mar 21	Politics of values (1)	Textbook, chap. 7
Mar 26	Politics of values (2)	Textbook, chap. 7
Mar 28	Authoritarian institutions (1)	Textbook, chap. 8
Apr 2	Authoritarian institutions (2)	Textbook, chap. 8
Apr 4	2nd MIDTERM EXAM	
Apr 9	Current News Day	
Apr 11	Regime change (1)	Textbook, chap. 9
Apr 16	Regime change (2)	Textbook, chap. 9
Apr 18	Political economy of wealth	Textbook, chap. 10
Apr 23	Current news day	
Apr 25	Political economy of development	
Apr 30	Public policies	Textbook, chap. 12
May 2	FINAL EXAM (first term)	
May 7	FINAL EXAM (second term) 8:00	

COURSE OUTCOMES**Pitt State Pathway Outcome**

POLS 103: Comparative Political Institutions is part of the Pitt State Pathway. It fulfills the requirement for the element **Human Systems within a Global Context** (within *Essential Studies*).

Humans organize themselves in very complex ways: socially, culturally, economically, politically, etc. In this course, the nature of these systems will be explored in a political context with a focus on countries across the globe.

Competency in this element means:

- *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
- *Analyzing* the individual's role and responsibility to society at all levels;
- *Evaluating* how human systems are interconnect at all levels.

Upon completion of this course, students will accomplish the following:

- Describe human organizational systems using a variety of disciplinary and interdisciplinary perspectives (Benchmark I)

Kansas Board of Regents Core Outcomes

- Distinguish among various types of political regimes, systems, and institutions,
- Compare political institutions across multiple countries,
- Explain how ideologies and economic systems can affect political processes and policies,
- Describe how actions and behaviors can influence the political system, and
- Explain how political power is acquired and maintained and how political change arises in different contexts.

Assessment

- Multiple choice exams will be the main form of assessment in this class.

Companion Element: *Diverse Perspectives*

This course fulfills the *Diverse Perspectives within a Global Context* companion element requirement of the Pitt State Pathway. The ability to recognize and value different perspectives and analyzing the interrelationships between them is a key component of Comparative Political Institutions. In particular, this course focuses on the connections between different power structures and corresponding worldviews and political cultures in a contemporary context.

SAMPLE OF QUESTIONS RELATED TO DIVERSE PERSPECTIVES IN POLS 103

Examples of exam questions included here deal with concepts related to diverse perspectives of nationhood, worldviews, and power structures

1. Recent research suggests that wealthier countries are
 - a. more likely to become democracies
 - b. more likely to maintain democracies once established (i.e. democracies are more likely to survive in wealthy countries)
 - c. less likely to maintain democracies
 - d. more likely to experience military coups

2. When a military forcibly removes the existing regime and establishes a new one, this is referred to as
 - a. coup d'etat
 - b. popular uprising
 - c. revolution
 - d. civil war

3. According to some theories, in order to have a successful negotiated transition to democracy both _____ need to have the upper hand.
 - a. softliners and hardliners
 - b. hardliners and radicals
 - c. radical and moderates
 - d. softliners and moderates

4. What is the distinction between a military coup and a social revolution?
 - a. Revolutions do not change the regime or the government, only the civil society.
 - b. Military coups merely change the regime while revolutions also change the social order.
 - c. Revolutions change the regime and military coups change the social order.
 - d. In contrast to military coups, social revolutions rarely involve violence.

5. The idea that a developing state should protect its new industries by placing restrictions on international trade is referred to as
 - a. import-substitution industrialization
 - b. foreign-indirect investment
 - c. structural-adjustment programs
 - d. the development state

6. The development policy based on encouraging economic growth via exports of goods and services, usually starting with light manufacturing such as textiles, is known as
 - a. export-oriented growth
 - b. import-substitution industrialization
 - c. structural adjustment programs
 - d. globalization

7. In the last two years, _____ experienced a democratic breakdown (transition from democracy to autocracy) through manipulated elections.

- a. Iran
- b. Mexico
- c. Egypt
- d. Venezuela

8. In one of the readings, Putin's Russia has been characterized as:

- a. Meritocracy
- b. One-party dictatorship
- c. Kleptocracy
- d. Totalitarian regime

9. The high level of crime in Central America is the best explained by:

- a. Legacy of racially-based inequality
- b. Location on drug trade route from Columbia to the United States
- c. Undemocratic political systems
- d. Political interventions by the United States

10. China's current regime is best described as

- a) democratic
- b) communist
- c) modernizing authoritarian
- d) socialist

11. The following would be an example of a policy under multiculturalism:

- a) Emphasis on common national identity in public media
- b) Forcing people to use the official language to communicate with the government institutions
- c) Strict official language tests for people applying for citizenship
- d) Existence of public schools with different languages of instruction

12. The dominant system of interest group representation in the United Kingdom is:

- a) Societal (democratic) corporatism
- b) State corporatism
- c) Interest group pluralism
- d) Proportional interest group representation