

**TROY UNIVERSITY PACIFIC REGION
COURSE SYLLABUS
IR 5533 Comparative Government
Term IV, 2012-2013 [18 March — 19 May 2013]
Weekend/Web-Enhanced at Kadena Air Base, Japan
13-14 April, 11-12 May 2013**

INSTRUCTOR/PROFESSOR: Daniel A. Pinkston

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MEETING LOCATION, DATES & TIMES: In-class sessions of the course will meet on the weekends of 13-14 April and 11-12 May, 0900-1800. The course will also include an online component in a web-enhanced format.

CATALOG COURSE DESCRIPTION: A comparative analysis of state governments in the world with an emphasis on political cultures, governmental institutions and political processes that lead to differences and international tensions.

TEXTBOOKS:

Mark Kesselman, *Readings in Comparative Politics: Political Challenges and Changing Agendas, Second Edition* (Wadsworth Publishing; 13 April 2009), ISBN-10: 0547212747.

Tony Saich, *Governance and Politics of China: Third Edition* (Palgrave Macmillan; 18 January 2011), ISBN-10: 0230279937.

Frances McCall Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring* (Princeton University Press; 12 April 2010), ISBN-10: 0691135924.

Additional readings will be provided in electronic format in dropbox. Please send me your email address when you register for the course so I can send an invitation to share the folder with the readings in dropbox. If you are unfamiliar with dropbox, it is user friendly and generally self-explanatory. However, please let me know if you have any problems or questions.

OVERALL OBJECTIVES/ PURPOSE: Students will be introduced to concepts of comparative politics and comparative government. The course will explore and compare the political systems and governments of the United States, China, Japan, North Korea and South Korea. We will examine civil society, public opinion, political parties, institutions and the policy-making process in these countries and how it all impacts international relations.

GRADING AND ASSIGNMENTS:

Student's grades will be determined as follows:

Participation in class 15%

Presentation 10%

Web-enhanced online assignment 25%

Final term paper 50%

CLASS PARTICIPATION: Students are expected to do the readings before class and be prepared to discuss the contents.

FINAL TERM PAPER: The term paper must cover an appropriate topic in comparative politics/government. There are two options: 1) a research paper; and 2) a policy paper. The topic can address a wide range of issues, but students must receive instructor approval for their paper topics. This is not meant to discourage anyone; I am quite flexible. However, it is better to communicate your ideas or intentions and make sure you're on the right track before wasting time and effort on an inappropriate topic. The research paper can be a comparative case study and the impact on international relations. The policy paper should address a current or hypothetical policy-making process, policy options, and the potential impact on international relations. The paper should be about 12-20 pages double-spaced, and the deadline for submission by e-mail is 18 May 2013.

PRESENTATION: Students will present their final paper topics and their initial findings on the last day of class (12 May). This does not have to be extensive and conclusive, but this is an opportunity to discuss your topic and get feedback and suggestions from the instructor and fellow students before turning in the final paper. A powerpoint presentation is fine but not required. You should only feel obligated to present slides if they are useful for conveying key ideas or data, otherwise do not feel obligated.

WEB-ENHANCED PORTION: This is a Web-Enhanced (W-E) course that combines instruction inside and outside of the classroom. Troy requires 45 hours of instruction for a three unit course. We will meet for a total of 36 hours in the classroom, so 19 hours must be covered outside of class. Troy regulations stipulate that the out-of-classroom portion may be Blackboard, CD/DVD, memory stick, reading/study/writing, and other methods, or a combination thereof.

The W-E portion in this course will consist of a written review of Frances McCall Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring* (Princeton University Press; 12 April 2010), ISBN-10: 0691135924. The review should be completed during the time between our class meetings (14 April and 12 May) and submitted by email no later than 12 May 2013. This assignment should summarize the main themes in the book, and provide comparative and critical analysis when applicable. The United States should be used as the comparative reference point when applicable. I will provide feedback to your reviews by e-mail.

STUDENT-INSTRUCTOR INTERACTION/COMMUNICATION: I do not have regular office hours since I am an adjunct professor. However, we can schedule a time to meet before or after class, or some other mutually convenient time. I will respond to your e-mails as quickly as I can. If it is extremely urgent, or if you need to discuss something that cannot be addressed through e-mail, you can reach me by telephone.

CLASS SCHEDULE: This schedule is ambitious and subject to adjustment, and the instructor reserves the right to change the reading assignments if necessary. This is unlikely, but any changes will be made with sufficient time for students to complete the readings and assignments.

13 April (Saturday) The State, society and economic interests

Readings: Mark Kesselman, *Readings in Comparative Politics: Political Challenges and Changing Agendas, Second Edition*, chapters 1 and 2.

Arend Lijphart, "Comparative Politics and the Comparative Method," *American Political Science Review*, Vol. 63, No. 3, September 1971, pp. 682-693.

Stephen D. Krasner, "Approaches to the State Alternative Conceptions and Historical Dynamics," *Comparative Politics*, Vol. 16, No. 2, January 1984, pp. 223-246.

Peter Gourevitch, "The Role of Politics in Economic Development," *The Annual Review of Political Science*, 2008, pp. 137-159.

Suggested readings: Ronald Inglehart, "The Renaissance of Political Culture," *American Political Science Review*, Vol. 82, No. 4, December 1988, pp. 1203-1230.

David D. Laitin, "The Civic Culture at 30," *American Political Science Review*, Vol. 89, No. March 1995, pp. 168-173.

Morning: Introduction, the state
Kesselman, chapters 1 and 2; Krasner.

Afternoon: Culture, society and economic interests
Kesselman, chapters 5 and 3; Gourevitch.

14 April (Sunday) Democratization and institutions

Readings: Mark Kesselman, chapters 4 and 6.
Samuel P. Huntington, "How Countries Democratize," *Political Science Quarterly*, Vol. 106, No. 4, winter 1991-1992, pp. 579-616.

Gerard Alexander, "Institutions, Path Dependence, and Democratic Consolidation," *Journal of Theoretical Politics*, Vol. 13, No. 3, 2001, pp. 249-270.

Recommended reading: Thomas A. Koelble, "The New Institutionalism in Political Science and Sociology," *Comparative Politics*, Vol. 27, No. 2, January 1995, pp. 231-243.

Morning: Democratization
Kesselman, chapter 4; Huntington.

Afternoon: Political institutions
Kesselman, chapter 6; Alexander.

11 May (Saturday) Country comparisons: The democracies --The United States, Japan and South Korea

Readings: Frances McCall Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring*.

Stein Ringen, Huck-ju Kwon, Ilcheong Yi, Taekyoon Kim, and Jooha Lee, *The Korean State and Social Policy: How South Korea Lifted Itself from Poverty and Dictatorship to Affluence*

and Democracy. (Electronic copies provided)

Morning: The United States and Japan

Afternoon: The United States and Japan, continued; South Korea

12 May (Sunday) China and North Korea; student presentations

Readings: Tony Saich, *Governance and Politics of China: Third Edition.*

Ken E. Gause, “Establishing the Kim Chong-il System,” chapter 1 in *North Korea under Kim Chong-il: Power, Politics and Prospects for Change* (Santa Barbara: Praeger, 2011).
(Electronic copies provided)

Morning: China

Afternoon: North Korea, student presentations

ATTENDANCE POLICY: Attendance is mandatory. By university policy, the Troy coordinator must be notified if students miss more than 25% of classes.

INCOMPLETE GRADE POLICY: If a student requests an “INC”, he or she must submit to the instructor a signed *Petition for and Work to Remove an Incomplete Grade* form indicating the compelling reason for the “INC”. The instructor approving the request will document the required work and the deadline for completion. When the student completes the required work, the instructor will submit a *Change of Grade* form. In cases where a student fails to make up “INC” course work by the end of the next term in which they enroll, the “INC” will automatically be recorded as an “F” grade on the student’s record.

AMERICANS WITH DISABILITIES ACT (ADA): Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:

<http://www.troy.edu/humanresources/ADAPolicy2003.htm>

STANDARDS OF CONDUCT: By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses in described in the Graduate Bulletin. As a reminder to graduate students, the “Standards of Conduct” regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

a) Copying, or relying upon, another student’s answers or submitting another student’s work as one’s own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take-home examinations.

LIBRARY SUPPORT:

Students can access online information resources through Troy University web site at www.troy.edu or the Troy Library Services home page at trojan.troy.edu/library/. These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis.