
course time: Monday, Wednesday, and Friday, 10:00-10:50am

classroom: Bailey 101

e-mail: michael.strausz@tcu.edu

office hours: Tuesdays 10:00am-12:00pm, Wednesdays 1:00-1:50pm, or by appointment

office: Scharbauer 2007F

Course Description and Objectives: Where did modern capitalism come from? Why are some countries rich while others are poor? Why do people organize political parties, and how do the rules of the electoral process influence politics? How do states and societies influence one another? This class will address these kinds of questions both theoretically and through in-depth study of issues including the birth of modern capitalism, the persistence of poverty in Africa, the strange story of Japan's Liberal Democratic Party, and the fate of league bowling in America.¹ This class aims to deepen your understanding of political systems worldwide, as well as to strengthen your ability to evaluate contemporary political issues and to talk and write about those issues in an informed and coherent manner.

Expectations and Course Policies:

1. *Assigned readings:* Prepare for each class by carefully reading the assigned materials, and bring the day's assigned reading to class with you.
2. *Current events:* Regularly (at least three times per week) read a newspaper with strong international coverage (the *New York Times*, the *Wall Street Journal*, and the *Times of London* are all good choices).
3. *Attendance Policy:* Come to class on time, and stay for the duration. If you miss a class where an in-class activity or pop quiz was administered, you will receive a grade of zero unless the absence was an Official University Absence or unless it was due to properly documented illness or properly documented personal/family emergencies. If you leave early on a day when you submitted work (without prior approval) you will receive a grade of zero on that work.
4. *i>clicker:* You are required to purchase an i>clicker remote for in-class participation. An i>clicker is a device that allows you to respond to questions that I pose during class. In order to receive credit for your responses, you will need to register your i>clicker remote online by **10:00am on Wednesday, January 22**. You must have come to class at least once and voted on at least one question in order to complete this registration properly. Once you have voted on a question in my class, go to <http://www.iclicker.com/registration>. Complete the fields with your first name, last name, TCU student ID (from your TCU ID card), and remote ID. The remote ID is the series of numbers and sometimes letters found on the bottom of the back of your i>clicker remote. I>clickers will be used most days in class, and you are responsible for bringing your remote daily and keeping it charged.
5. *Technology Policy:* Students wishing to use computers, smartphones, recording devices, or other electronic devices in class are required to come to my office hours to discuss acceptable classroom use of technology and to sign a contract indicating that you will use those devices responsibly.

¹ We really will read a bit about league bowling.

6. *Extra Credit:* If there are events at TCU or in the community that are related to this course, I may decide to grant extra credit to students who both attend and write a brief paper about the event. If I decide to make this kind of extra credit assignment, the specifics will be emailed out to all students enrolled in the class (so check your TCU email!).
7. *Deadlines:* Deadlines for assignments are strictly enforced. Unless otherwise noted, an assignment submitted after the deadline will lose 10 points (out of 100) if it is submitted within 24 hours after the deadline, 20 points (out of 100) if it is submitted between 24 and 48 hours after the deadline, 30 points (out of 100) if it is submitted between 48 and 72 hours after the deadline, etc. So, for example, if a paper deadline is 10am on Monday and you submit your paper at 11am, you will automatically lose 10 points. Once grades have been officially submitted for the course, late assignments will no longer be accepted.
8. *Student Disability Services:* Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.
9. *Academic Misconduct:* I expect that the work that you turn in will be your own. Students determined to have committed academic misconduct will face penalties including (but not limited to) a grade of zero on the related assignment. I will not hesitate to bring suspected academic misconduct to the proper authorities. For more information on TCU's academic misconduct policy, see Section 3.4 from the Student Handbook.

Grading: Grades in this course will be determined as follows:

Reading quizzes and other in-class exercises: 20%
 i>clicker participation: 5%
 Your lowest in-class exam grade: 10%
 Your other two in-class exams: 15% each
 Final Paper (Due **May 7** at 10:30am): 30%
 Debate participation: 5%

Grades are determined on a 100-point scale as follows:

A: 93.5 and above	B: 82.5-86.4	C: 72.5-76.4	D: 62.5-66.4
A-: 89.5-93.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4
B+: 86.5-89.4	C+: 76.5-79.4	D+: 66.5-69.4	F: 59.4 and below

Deadline extensions will not be allowed except in the cases of Official University Absences, properly documented illnesses, or properly documented personal/family emergencies.

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you

believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be started one week after the exam/homework was returned.

Quizzes: We will have at least eight quizzes in this class. The quizzes will mostly cover assigned readings, but might also touch on current events and materials that we have covered in class. If you do the readings, follow current events, and pay attention in class, your quiz grade should be quite high. Quizzes will usually take place at the beginning of class, and no extra time will be granted to students arriving late. Sometimes quizzes will be require you to have your i>clickers, and if your forget your i>clicker you will not receive credit for that quiz. In-class exercises and homework assignments will also be factored into your quiz grade. Your lowest quiz grade will be dropped.

If you miss a class because of an Official University Absence, a properly documented illness, or a properly documented family/medical emergency, you have one week to either visit my office hours or make an appointment with me to make up your quiz. If you wait more than one week to see me after missing a class where a quiz was given, you will receive a grade of zero for the missed quiz. Students who miss classes for reasons other than Official University Absences, properly documented illness, or properly documented family/medical emergency will receive a grade of zero for missed quizzes.

i>clicker participation: During most class periods I will ask a few questions which you will be required to answer using your i>clicker. It is your responsibility to purchase an i>clicker 2, register your i>clicker, and have enough battery power to use your i>clicker in class (it might be useful to keep backup batteries with your course materials). For each class where I ask i>clicker questions, you will receive a grade based on how many questions you answer. For the most part, you will receive full credit just for answering the questions, but occasionally you will get more points for getting the right answer (this will be noted on the question). I will drop your lowest grade, and average the rest of these i>clicker class grades together.

Exams: There will be three blue book exams in this course. The lowest of your three exam grades will be worth 10% of your overall grade, and the other two exams will be worth 15% of your overall grade. Review sheets will be distributed before each exam.

Final Paper: Instead of a final exam, students will be required to write a 5-7 page final paper. This will require you to combine analysis of class materials with some research that you will do on your own. A more specific assignment will be distributed later in the semester.

Debates: Each student is required to participate in an in-class debate, and to serve as a “jury member” for two other debates. Your debate grade will be made up of the following components, all valued equally:

- Showing up to your scheduled debate on time and actively participating
- Showing up to the other two in class debates on time and submitting a ballot after the debate which shows that you were listening and thinking about the debate topic

- Submitting a brief statement (less than one page) to LearningStudio by the beginning of the class period after your debate which explains what you really think about the topic and why.

Office Hours: I encourage students to take advantage of my office hours in order to ask questions about the course materials or to chat about issues related to the course or political science more generally. No appointment is necessary to come to my office hours. However, if you have classes or other obligations during my office hours and like to meet with me, I encourage you to email me to make an appointment.

Course Materials: The following books are required. They are available at the TCU bookstore, but feel free to buy copies at other bookstores or online. Readings that aren't in these books will be available online, through the course's Pearson Learning Studio site (log in to tcuglobal.edu, go to the "Doc Sharing" section, and then click on "Assigned Readings"):

Karl Marx and Friedrich Engels, *The Communist Manifesto*

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*

Robert H. Bates, *When Things Fell Apart: State Failure in Late Century Africa*

Ellis S. Krauss and Robert J. Pekkanen, *The Rise and Fall of Japan's LDP: Political Party Organizations as Historical Institutions*

Schedule:

13-Jan *Introduction*
No assigned reading

15-Jan *Why compare?*
Gawande, Atul. 2009. "McAllen, Texas and the High Cost of Health Care." *The New Yorker*, June 1. [LearningStudio]

Unit 1: Theories of Comparative Politics

17-Jan *Tradition and modernity*
Marx and Engels, pp. 49-76 (Opening statement & Chapters I & II)

20-Jan Martin Luther King Jr. Day

22-Jan *Marx's explanation*
Marx and Engels, pp. 77-91 (Chapters III & IV)

24-Jan *Religion and modernity*
Weber, pp. 67-98 (Part I, Chapters 1 & 2)

27-Jan *Weber's explanation*
Weber, pp. 99-138 (Begin at Part I, Chapter 3, and end after Part II, Chapter 4A)

29-Jan *Marx, Weber, and grand theories*
Weber, pp. 138-179 (Finish Weber)

31-Jan *Review for first exam*
No assigned reading

3-Feb **FIRST EXAM**
No assigned reading

Unit 2: Comparative Political Economy

5-Feb *Introduction to comparative political economy*
No assigned reading

7-Feb *Culture and development*
Berger, Peter L. 1988. "An East Asian Development Model?" In *In Search of an East Asian Development Model*, ed. P. L. Berger and H.-h. Hsiao. New Brunswick, N.J.: Transaction Books. [LearningStudio]

10-Feb *Why is Africa poor?*
Bates, pp. 3-29

12-Feb *Colonialism and poverty*
Bates, pp. 33-53

14-Feb *Policy and political economy*
Bates, pp. 55-74

17-Feb *Migration and political economy*
Bates, pp. 75-93

19-Feb *What do we make of Bates?*
Bates, pp. 97-139

21-Feb *Democracy and economic growth*
Lindert, Peter H. 2003. "Voice and Growth: Was Churchill Right?" *The Journal of Economic History* 63 (2):315-50. [LearningStudio]

24-Feb **SECOND EXAM**
No assigned reading

26-Feb **FIRST DEBATE**
No assigned reading

Unit 3: Political Parties and Electoral Systems

28-Feb *A political party party*
No assigned reading

3-Mar *Electoral systems*
Menocal, Alina Rocha. 2011. Why electoral systems matter: an analysis of their

incentives and effects on key areas of governance. Overseas Development Institution. [LearningStudio]

- 5-Mar *The LDP and historical institutionalism*
Krauss and Pekkanen, pp. 1-28
- 7-Mar *Electoral institutions and party institutions*
Krauss and Pekkanen, pp. 29-48
- 10-Mar to Spring break
14-Mar
- 17-Mar *Koenkai*
Krauss and Pekkanen, pp. 48-64
- 19-Mar *Koenkai today*
Krauss and Pekkanen, pp. 65-99
- 21-Mar *Leadership and parties*
Krauss and Pekkanen, pp. 203-225
- 24-Mar *Leadership in the LDP*
Krauss and Pekkanen, pp. 226-259
- 26-Mar *What do we make of Krauss and Pekkanen?*
Krauss and Pekkanen, pp. 260-287
- 28-Mar Dr. Strausz will attend the Annual Meeting of the Association for Asian Studies;
class is cancelled.
- 31-Mar SECOND DEBATE
No assigned reading
- 2-Apr **THIRD EXAM**
No assigned reading
- Unit 4: State and Society**
- 4-Apr *Introduction to states and societies*
No assigned reading
- 7-Apr *Is bowling political science?*
Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital."
Journal of Democracy 6 (1):65-78. [LearningStudio]
- 9-Apr A critique of Putnam
Dalton, Russell J. 2008. "Citizenship Norms and the Expansion of Political

- Participation.” *Political Studies* 56:76-98. [LearningStudio]
- 11-Apr *Where does religion fit in?*
Wald, Kenneth D., Adam L. Silverman, and Kevin S. Fridy. 2005. “Making Sense of Religion in Political Life.” *Annual Review of Political Science* 8:121–43. [LearningStudio]
- 14-Apr THIRD DEBATE
No assigned reading
- 16-Apr *States, societies, and civil rights*
No assigned reading
- 18-Apr Good Friday
- 21-Apr *Protest and politics*
Koesel, Karrie J., and Valerie J. Bunce. 2013. “Diffusion-Proofing: Russian and Chinese Responses to Waves of Popular Mobilizations against Authoritarian Rulers.” *Perspectives on Politics* no. 11 (3):752-768. [LearningStudio]
- 23-Apr *Nations and states*
Smith, Rogers M. 2003. *Stories of Peoplehood: The Politics and Morals of Political Membership*. Cambridge: Cambridge University Press, pp. 1-16. [LearningStudio]
- 25-Apr *Strong and weak peoples*
Smith, Rogers M. 2003. *Stories of Peoplehood: The Politics and Morals of Political Membership*. Cambridge: Cambridge University Press, pp. 19-32. [LearningStudio]
- 28-Apr *Citizenship and immigration*
Strausz, Michael. 2010. “Japanese Conservatism and the Integration of Foreign Residents.” *Japanese Journal of Political Science* 11 (2):245-64. [LearningStudio]
- 30-Apr *Conclusion*
No assigned reading
- 7-May **Final exam due at 10:30am**