

SYLLABUS RPOS102X Comparative and International Politics, Fall 2019

TTH 10:15 - 11:35AM LC **0025** Class Number: **7070** 4 credits

Professor: Victor Asal **Email:** vasal@albany.edu **Phone Number:** 518 591 8729

Office Hours: Uptown: Humanities Basement 16, **Tuesday: 11:40 to 130** or by appointment (ph) 442-3112

TA office hours: Humanities Basement 16 or by appointment – email the TAs to schedule

- **Shikshya Adhikari** Humanities Basement 16
 - Tuesdays: 11:45 to 12:45
 - Thursdays: 11:45 to 12:45
- **Poyung Lin** 12:00-1:30 PM Thursday Humanities Basement 16
- **Huidong Peng** 12:00-1:30PM, Thursday University Library (1ST FL, right side collaborative zone).

There are no pre-requisites for this class

Email for profiles and assignments NOT to contact the professor or TAs rpos102@albany.edu

Teaching Assistants

Name:	Shikshya Adhikari	Poyung Lin	Huidong Peng
Email:	sadhikari@albany.edu	plin@albany.edu	hpeng3@albany.edu

section number	Time and room	TA
7074	F 01:40_PM-02:35_PM ES0328	Shikshya Adhikari
7078	F 11:30_AM-12:25_PM HU0114	Shikshya Adhikari
7073	F 12:35_PM-01:30_PM BB0205	Shikshya Adhikari
7076	F 01:40_PM-02:35_PM BL250110	Poyung Lin
7079	F 11:30_AM-12:25_PM HU0112	Poyung Lin
7072	F 12:35_PM-01:30_PM HU0112	Poyung Lin
7075	F 01:40_PM-02:35_PM BBB007	Huidong Peng
7077	F 11:30_AM-12:25_PM HU125	Huidong Peng
7071	F 12:35_PM-01:30_PM BB0221	Huidong Peng

Course Description

The course is an introduction to the actors, issues and processes of international relations and comparative politics and the theories that attempt to explain them. We will examine several of the central questions that interest political scientists when they explore international relations and comparative politics. Why are there wars? How is peace achieved? What are the implications of anarchy for world politics? How do states and decision-makers choose between conflict and cooperation? How does politics interact with economics on the global scene? Do morality and norms effect international relations and if so how? Why do some countries protect human rights and others not? How does democracy develop? The goal of the course is to create a familiarity of the elements that make up international relations and comparative politics and a critical understanding of the theories that explain them. The course will stress analytical thinking. Each student will be encouraged to identify the theories that he or she feels best explain comparative politics and international relations and to justify those choices. As a University General Education requirement for methods we will also discuss methods used in comparative and IR to analyze politics and students will do an exercise in hypothesis testing in the last paper.

Course Objectives The course is structured with multiple assignments that will convey a great deal of information both in theory and empirical knowledge in a relatively short time frame of a semester. By the end of the course students should: 1) have a strong overview of the theories of international relations and comparative politics, 2) understand how to apply these theories to better understand political interactions, 3) have an understanding of the rudiments of research in comparative politics and international relations.

In order to achieve these ambitious goals a great deal of effort both on the part of the students and faculty will have to be put into the class. This will require a great deal of effort from you and from the instructor and the TAs. If you do not come to class and section and take notes as well as do the reading you will not do well. The lectures and sections are not a regurgitation of the reading and it is assumed that you have read the material and if something is unclear you will ask questions. **If you do the reading, come to class and section and put the appropriate effort into the class the professor and the TAs will spend as much time as necessary to help you understand the material. If you do not want to put in this effort-: Do not take this class. – Really. On the other hand if you are willing to put in the effort for a challenging class we will put in the effort to make sure that it is worth your time.**

The course fulfills the following General Education requirements (under each are listed relevant course objectives):

General Education Social Sciences http://www.albany.edu/gened/dp_socsci.shtml

1. an understanding that human conduct and behavior more generally are subject to scientific inquiry
2. an understanding of the difference between rigorous and systematic thinking and uncritical thinking about social phenomena
3. an understanding of the kinds of questions social scientists ask and the ways they go about answering these questions
4. knowledge of the major concepts, models and issues of at least one discipline in the social sciences
5. an understanding of the methods social scientists use to explore social phenomena, such as observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, employment of mathematical analysis, employment of interpretive analysis

General Education Challenges for the 21st Century: <http://www.albany.edu/generaleducation/ua-category-challenges.php>

1. Knowledge and understanding of the historical roots, contemporary manifestations, and potential future courses of important challenges students may encounter as they move into the world beyond the university;
2. Familiarity with these challenges in areas such as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and/or others;
3. An integrated understanding of how challenges often affect individuals and societies simultaneously in many of these areas;
4. An appreciation for interdisciplinary approaches to understanding contemporary and future challenges.

Student profiles

In order for us to get to know you better and be able to interact with you quicker you are required to send a word document to rpos102@albany.edu that includes the following:

- 1) your first and last name as you would like to be used in class
- 2) a picture of you where we can actually see your face
- 3) Favored pronoun
- 4) What year you are (Freshman, Sophomore....)
- 5) what your major (or intended major) is
- 6) (one of) your favorite movie(s)
- 7) (one of) your least favorite movie(s)
- 8) (one of) your favorite song(s)
- 9) (one of) your least favorite song(s)

Ground Rules

This class is challenging and it is important that it remains fair for all the students and that everyone plays on an even playing field. In order to insure that the policies of the class are clear they are spelled out below. If you have any questions about what the policy means please ask before it becomes personally relevant.

Questions

Education is about learning. This class is about material you have probably not covered before in this context. If you have questions or things are unclear – ask questions. Ask them in section, ask them in lecture and feel free to email the TAs or call (if I am in my office at 10pm I will answer the phone) or email the instructor whenever to ask for further clarification. When you email me, please send me your phone number and I will be happy to call you back. This includes any problems you might have about Onedrive or any other

technical aspect of the course. (Please note – I always respond to emails. If I do not respond to your email within a reasonable time please email me again because I did not get your first email.)

Attendance

This is a labor-intensive course. The course has a great deal of in-class and collaborative work. You have to come to lecture and to section. While there will be no attendance taken in lecture there will be no make ups of quizzes without a specific medical excuse (Religious observance will be a reason for a make-up but this needs to be brought to my attention before the student plans on being absent). As far as section goes, each person is allowed one unexcused absence. Any other absence must be excused by the TA before the absence or excused afterwards based on a medical note. Any unexcused absence after the first one will result **in a half grade penalty per absence for the course. Really.** Repeated late arrivals will result in a warning and then also result in a half grade penalty per absence. If you are not sure where a medical situation places you please Consult UA's medical excuse policy:

http://www.albany.edu/health_center/medicalexcuse.shtml

And remember- ask us if you have questions whatsoever – we're here to help!

Accommodations and Excused Absences

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 130, 518-442-5490, DRC@albany.edu). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. If you wish to discuss academic accommodations for this course, please also inform me and your TA as soon as possible.

See here as well <http://www.albany.edu/disability/current.shtml>

I will make every effort to accommodate difficulties arising from sickness. You are asked to bring any possible conflicts to my attention and your TA's as soon as possible. Students should not expect that, if they do poorly on an exam or other assignment, to claim, after the fact, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately. **If you are sick** in order to make up an exam or to remove an absence for section please bring in a note from the **dean of undergraduate studies** (Lecture Center 30 Phone: 518-442-3950) who is responsible for excused absence certification or a note from Student Health Services. See here for UAlabany's Medical Excuse Policy

https://www.albany.edu/health_center/medicalexcuse.shtml

If you need to be absent due to religious observance inform me and your TA as soon as possible. The New York State Education Law ([Section 224-a](#)) mandates that all students are to be excused "without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences."

Plagiarism and Academic Integrity

Please familiarize yourself with the description in the undergraduate bulletin

http://www.albany.edu/undergraduate_bulletin/regulations.html if you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. **In this one regard there are no second chances.** If you are not sure if something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial <https://library.albany.edu/infolit/plagiarism1> see also: <https://library.albany.edu/infolit/integrity>

In addition, we will go over citations and avoiding plagiarism in section- **not knowing is not a valid excuse.** All papers will be judged with the knowledge that you have taken the online tutorial. **When it asks you to email the instructor please email to rpos102@albany.edu**

Title IX

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities. The SUNY-wide Sexual Violence Prevention and Response Policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. The SUNY-wide Sexual Violence Prevention and Response Policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities. The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses. Confidential support and guidance can be found through the **Counseling Center (518-442-5800, https://www.albany.edu/counseling_center/)**, the **University Health Center (518-442-5454,**

https://www.albany.edu/health_center/), and the Interfaith Center (518-489-8573, <https://www.albany.edu/spirituality/onCampus.shtml>). Individuals at these locations will not report crimes to law enforcement or university officials without permission, except for in extreme circumstances, such as a health and/or safety emergency. Additionally, the Advocates at the University at Albany's Advocacy Center for Sexual Violence are available to assist students without sharing information that could identify them (518-442-CARE, <https://www.albany.edu/advocacycenter/>).

Sexual offenses can be reported non-confidentially to the **Title IX Coordinator within The Office for Equity and Compliance (518-442-3800, <https://www.albany.edu/equity-compliance/>, Building 25, Room 117) and/or the University Police Department (518-442-3131, <http://police.albany.edu/>)**. Please note, faculty members are considered “responsible employees” at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University's Title IX Coordinator, including names of anyone involved or present, date, time, and location. In case of an emergency, please call 911.

Late Assignments

Unless you have gotten prior approval from a TA through email or have a note from the undergraduate dean, all late work will be penalized. All grade appeals should be made in an email and should explain exactly why you think the grading was mistaken. The email should be emailed to me and your TA. Your first discussion about the grade should be with your TA and then with the instructor of the course. **If the assignment is late by less than a week a grade will be reduced a half letter grade (for example from a B+ to a B) and if it is later than a week it will be reduced a full letter grade (for example from a B+ to a C+). If there is a health or life reason why the assignment is late let us know ASAP and we will work with you if you can document the issue.**

Incomplete grades policy

“A temporary grade requested by the student and assigned by the instructor ONLY when the student has nearly completed the course requirements but because of circumstances beyond the student's control the work is not completed. The incomplete should only be assigned on the basis of an agreement between the instructor and the student specifying the work to be completed and establishing a general timeline in which the work will be completed. Incompletes may NOT be resolved by auditing or registering again for a subsequent offering of the course. The date for the completion of the work may not be longer than one month before the end of the semester following that in which the incomplete is received. Once the work is completed, the instructor assigns the appropriate academic grade. The instructor may extend an incomplete for a maximum of one semester beyond the original deadline providing that the student has made contact with the instructor to request the extension. Additional extensions are NOT permitted. Any grade of *I* existing after the stated deadline shall be automatically changed to *E* or *U* according to whether or not the student is enrolled for *A–E* or *S/U* grading”

For more information see: <https://www.albany.edu/undergraduateeducation/grading.php>
https://www.albany.edu/graduatebulletin/requirements_degree.htm#graduate_grades

Office hours

Office hours are your opportunity to get personalized guidance for assignments as well as help better understanding the course material. Take advantage of it. Both the instructor and the TAs will have weekly office hours and will meet with you as long as necessary to help you understand the material. If these times are not good for you then please email the TAs or the instructor your phone number and we will call you to set up a time that works in order to meet.

Ombudsperson

“A government official, especially in Scandinavian countries, who investigates citizens' complaints against the government or its functionaries (www.answers.com).” One student will be asked to volunteer to act as an ombudsperson and will meet with me on a regular basis to offer feedback from students in terms of the direction the course is going and bring to my attention any problems with reading, assignments or other material.

Assignments

Quizzes (6-20)

Quizzes will be made up of short answer questions or multiple choice questions and occasionally short essay questions. Each quiz will be about 10 minutes and you should plan your answers accordingly. **We will drop the two lowest quiz grades and then normalize the grade to equal 300.** Please note the quizzes will focus on whether you are reading and coming to lecture – i.e. it will test whether you are taking notes and remembering the facts and theories from the material covered in reading or lectures. All quizzes will be unannounced and are usually at the beginning of class.

Short Paper

The short paper provides you with an opportunity to demonstrate your understanding of the material in a less pressured format and for us to provide you with feedback on your application of theory to reality. The paper should be 4 pages long. All material should be cited.

Short Paper Question: What theory best explains America's level of intervention in the Syrian Civil War?

More details are provided at the end of the syllabus and will also be provided during your weekly sections. **The short paper will be due on Friday, September 20 in section as well as emailed to rpos102@albany.edu**

Hypothesis analysis paper

Students will identify a hypothesis, frame it theoretically and test it empirically. There will be a handout that explains exactly what needs to be done in this assignment and we will devote considerable time to this effort. The paper itself will be between 6-7 typed pages long. All material should be cited. **The final paper – the hypothesis paper will be due** on the last day of class (**Thursday, December 5th**) and should also be emailed to rpos102@albany.edu .

Hypothesis analysis preparation Working on the hypothesis paper you will be asked to a) identify a hypothesis b) do a literature review blitz c) do a one page paper prospectus for your hypothesis paper. You will turn each of these in and be evaluated on your effort and improvement over time.

NOTE

1. SOFT COPIES OF ALL PAPERS NEED TO BE EMAILED TO rpos102@albany.edu TO GET CREDIT FOR THIS YOU MUST PUT THE FOLLOWING INTO THE TITLE OF THE EMAIL:
 - a. POS102 FALL 2019
 - b. YOUR NAME YOUR TA'S LAST NAME
 - c. for example: POS 102 FALL 2019 Lisa Smith TA: **Peng**
2. ALL PAPERS ALSO NEED TO BE TURNED IN THE DAY THEY ARE DUE DURING SECTION TO YOUR TA AT THE BEGINNING OF CLASS IN HARD COPY.

Participation

Attendance, reading, active participation – see attendance section above

Midterm & Final

The midterm and the final will both be cumulative covering the material in the books, the material in lectures and in sections. Both exams will be made up of combinations of short answer and/or multiple-choice questions and an essay. Instructions on the best way to answer such an essay will be handed out prior to the exam. **The Final will be Tuesday, December 17^h 8:00am –10:00am**

How do I study for an exam (and prep for quizzes)?

- First of all keep up with the reading – take notes that you can go back to
 - Read “How to Read” really
 - When looking back through the book pay attention to the summary charts and questions
- Review the Powerpoints – I put material in them for a reason
- Use the online resources for the IR textbook (see below)
- Look over your quizzes
- Make sure you understand the basics of the different theoretical perspectives

Grading

Grading Chart

Start of letter grade range	grade	Start of letter grade range	grade	Start of letter grade range	Letter grade
93	A	80	B-	67	D+

90	A-	77	C+	63	D
87	B+	73	C	60	D-
83	B	70	C-	0	F

Grading Breakdown- Out of 1000 points

Midterm	100
Final exam	200
Participation – attendance, reading, active participation	100
Short Paper	100
Final Hypothesis analysis paper due last day of class in class For this assignment you will be graded on the finished product but also an interim assignment (a 1-page prospectus) which will be graded on a plus or minus system (they will account in total for 50 points of the final grade and the primary focus will be on your learning the process and the effort you are putting in).	200
Quizzes 6 -20 quizzes unannounced	300

Course Materials

NOTE: WE ARE NOT USING BLACKBOARD FOR THIS CLASS

Reading

All reading or media is either in the books, on OneDrive or accessible through links provided in the syllabus. If you cannot find a reading or it will not open you need to contact the TA's or the lecturer to get the material. You will be asked to watch online material as well. **NOTE 2-3 READINGS LATER IN THE SEMESTER MAY CHANGE (depending on how other readings work)– WE WILL GIVE YOU SUBSTANTIAL NOTICE IF THAT IS THE CASE**

Books

- Mingst, Karen and Arreguín-Toft 8th edition **Essentials of International Relations**, W.W. Norton
- Timothy C. Lim **Doing Comparative Politics: An Introduction to Approaches And Issues third edition** Lynne Rienner Publishers
- Videos made for the course can be found here <https://www.youtube.com/user/POS102GLOBAL/videos>
- A Newspaper – you should read at least the front page of a newspaper and the relevant international stories every day while taking the course. Here are websites for four newspapers available online for (somewhat) free (for now). The papers suggested here run the gamut from left wing to right wing so if you scan their front pages and editorial sections you should get a good sense of what is happening in the world from a variety of viewpoints.

www.nyt.com

<http://online.wsj.com/public/us>

www.washingtonpost.com

<http://www.chicagotribune.com/>

for a digest of newspapers from around the world from dramatically different political points of view see

<http://www.worldpress.org/> or you can look through the top headlines of google news

All other readings are AVAILABLE THROUGH LINKS IN THE SYLLABUS or on ONEDRIVE which can be accessed here: https://livealbany-my.sharepoint.com/:f/g/personal/vasal_albany_edu/Em92lK_rrH1lS7fdGfrp34Bg0Ae6hdDPpQLv-zXPRhVZA?e=Q8m41T

https://livealbany-my.sharepoint.com/:f/g/personal/vasal_albany_edu/Em92lK_rrH1lS7fdGfrp34Bg0Ae6hdDPpQLv-zXPRhVZA?e=Q8m41T

After each class we will also post the PowerPoint for that day on OneDrive at this link along with other material

Flipped Assignments

Several classes will be based on you watching online videos BEFORE CLASS that illustrate how to do certain things. We will then work on these skills in class based on you already having watched those videos. These videos are on Youtube. You can see the relevant sections in the syllabus where it says “**FLIPPED**”.

Note: students without PowerPoint can get access to viewing PowerPoints for free here:

<https://support.office.com/en-us/article/view-a-presentation-without-powerpoint-2f1077ab-9a4e-41ba-9f75-d55bd9b231a6> You will need to use either Excel or some spreadsheet software in this class

. If you do not have access to a computer you can use a computer in the computer lab or come talk to us, and we will figure out an alternative- but please do so at the beginning of the semester.

NOTE FOR SECTIONS: THERE WILL BE READINGS LISTED UNDER SECTIONS READING AND UNDER FLIPPED CLASS MATERIALS/LINKS/VIDEOS/ASSIGNMENTS IN ONEDRIVE

SCHEDULE

Date	Lecture	Sections
1. Tue., Aug. 27	Introduction READ You're not going to believe what I'm about to tell you	<u>A) Introductions, Expectations, and Citations; discuss short paper on the Syrian War</u>
2. Thu., Aug. 29	Approaches to IR – and historical Context Guest Lecturer Brian Greenhill READ Mingst Chapter 1 Approaches to International Relations Mingst Chapter 2. The Historical Context of Contemporary International Relations	READ - Syllabus - Study smarter, learn better: 8 tips from memory researchers - Citation and Formatting Tips
3. Tue., Sep. 3	IR theories READ Mingst -Chapter 3: International Relations Theories The Realist Creed	<u>B) FLIPPED- How to Read</u> - Read “ how to read ” - Do this plagiarism training - Do this Working With Scholarly Articles
4. Thu., Sep. 5 Need to drop class before September 9 th to not receive a W	The international system READ Mingst -Chapter 4: Levels of Analysis There will be a syllabus quiz Last day to drop class without W is September 9 th	- To read IN CLASS “ Nature of the Beast ” In class assignment: How to Read Bring laptops or print out “Nature of the Beast” to read in class and the how to read in class assignment
5. Tue., Sep. 10	The State in IR READ Mingst -Chapter 5: The State.	<u>C) FLIPPED – What theory best explains World War I, and what theory best explains the Iran –US deal?</u>
6. Thu., Sep. 12	Post Modern Feminism, Non-Western Perspectives and Catch up on other theories READ Carol Cohn Towards Non-Western Histories in International Relations Textbooks	DO Website Evaluation Finding Books READ Carins “The Great War of 1918” in The Twentieth Century Watch WW I part 1 & part 2 Look at example paper on Iran In class assignment - Applying theory

		Bring laptops or print out WWI Flipped in-class assignment to use in class
7. Tue., Sep. 17	War READ Mingst - Chapter 6: War And Security	D) Discussion of paper First paper DUE– What theory best explains America’s level of intervention in the Syrian Civil War? <ul style="list-style-type: none"> • Syria's civil war explained from the beginning • Where Are Syria’s Chemical Weapons • Every Military Option in Syria • The case for intervening in Syria Short review of citations and avoiding plagiarism
8. Thu., Sep. 19	IR perspective: Political Economy READ Mingst - Chapter 8: International Political Economy	
9. Tue., Sep. 24	International Organizations & Questions about midterm READ Mingst Chapter 9 Intergovernmental Organizations and Nongovernmental Organizations	E) Prep for midterm
10. Thu., Sep. 26	Human Rights READ Guest lecture Shikshya Adhikari Mingst - Chapter 10: Human Rights A People on the Brink Did Harry Potter Help Shape the Political Views of Millennials?	
11. Tue., Oct. 1	Midterm	F) Identifying a research topic and an abstract blitz and summarizing the literature; evaluating sources and how to do research *bring your laptops 1. READ: How to do a mini literature review How to read a journal article How to Call B.S. on Big Data: A Practical Guide Look at Abstract Blitz template 2. FLIPPED At home: WATCH: identifying a research topic and abstract blitz one and two (on youtube under “Flipped material”) At home Flipped assignment: You will need to come prepared with a topic/question that you want to potentially do your research paper on. Before class you should have found at least one article relating to your topic. In class assignment Abstract Blitz <u>Bring laptops or print out abstract blitz template to use in class</u> This must be researched and completed in class and submitted to your TA. Resources on literature reviews literature reviews
12. Thu., Oct. 3	Introduction to Comparative Politics READ Lim Chp. 1 Getting Into Comparative Politics	
13. Tue., Oct. 8	Learning to Compare READ Lim Chp. 2 Comparing to Learn, Learning to Compare	G) FLIPPED Introduction to methods - Watch intro to methods

	Expensive wine is for suckers read and watch video https://www.youtube.com/watch?v=mVKuCbjFfIY	- Read John Stossel's ' Stupid in America ' or watch Then read: - Is John Stossel Stupid - Understanding Political Science In class assignment Research Design <u>Bring laptops or print out Basic Research Design assignment to use in class</u>
14. Thu., Oct. 10 Midterm point of semester	Quantitative Analysis – An Example READ Caprioli Women Are from Mars Too	
Tue., Oct. 15 No class	No class	H) Doing quantitative analysis – bring your laptops FLIPPED Using excel to do analysis <i>Note: Complete Flipped exercise at home</i> DO Download Excel after reading Downloading Microsoft Office from UA Email (on Blackboard) WATCH - Doing quant analysis 1 & 2 & 3 - Download The QoG Cross-Section Data from onedrive READ - How to Determine If A Controversial Statement Is Scientifically True - Read QoG codebook and pick out two variables you think are possibly related. - Read introduction to the hypothesis paper on syllabus
15. Thu., Oct. 17	Theories of Comparative Politics READ Lim Chp. 3 Thinking Theoretically in Comparative Politics Why Americans are the Weirdest People in the world "http://www.vox.com/2015/5/20/8625785/expensive-wine-taste-cheap"	
16. Tue., Oct. 22	Theories of Comparative Politics II & Easter island & Tragedy of the Commons <i>Structure, Culture or Rational Actor – and the Comparative Politics Game Show</i> READ Keegan Diamond	I) Topics hypotheses and methods choices One-page prospectus due 10/25 in section and also email to rpos102@albany.edu Read Example papers
17. Thu., Oct. 24	Comparative Perspective: Political Economy READ The human cost of the Bangladeshi garment industry Lim Chp. 4 Why Are Poor Countries Poor? Prisoners of Geography. The Hunger Games	
18. Tue., Oct. 29	Defining Democracy READ A Complete Data Set of Political Regimes p 1-16	J) Paper discussion Feedback on prospectus and workshop on how to proceed
19. Thu., Oct. 31 Fri, November 4 Last day for students to drop course ("W" assigned)	Why democracy – a closer look READ Dictatorship, Democracy and development Olsen Representation and Consent Last day to drop class November 4 th (and receive a w)	

20. Tue., Nov. 5	Why Discriminate? Original Sin Minimal Political Inclusion of Minorities at Risk	K) Simulation prep & Simulation
21. Thu., Nov. 7	Social Movements READ Lim Chp. 8 What Makes a Social Movement Remembering Tiananmen WATCH Also The Tank Man (sections 1,2,3, & 6)	
22. Tue., Nov. 12	Revolution READ LEON ARON Theda Skocpol	L) Simulation
23. Thu., Nov. 14	Internships and thinking about your career – Visit by Kelly Hammond (Alumni Relations), Jaclyn Napoleon (Director of Graduate Admissions) and Yalitz Negron (Director of Career Services) and Jay Stokes (Program Coordinator, Education Abroad) Meg McCarthy (Career Services Coordinator) READ What do you political scientists make	
24. Tue., Nov. 19	Ethnopolitical Organizational behavior in comparative perspective READ Ethnic conflict: An organizational Perspective Politics, Economics and Radicalization	M) Simulation canceled
25. Thu., Nov. 21	Ethnic Partition READ Possible and Impossible Solutions to Ethnic Civil Wars Troubled History	
26. Tue., Nov. 26	Genocide READ Genocide and ethnic conflict One Country Saved Its Jews. Were They Just Better People? If Hitler Won World War II We'd Have A Better, More Just World Today (NOTE THIS IS A DISTURBING ARTICLE) Watch Night and Fog (note this is a DISTURBING film) AVAILABLE STREAMING THROUGH UALBANY LIBRARY WEBSITE Note: Online	NO SECTION THIS WEEK
Thu., Nov. 28 No class	No class	
27. Tue., Dec. 3	Ethics READ CIA reports on killing Read sections on Kant, Mill and Aristotle	N) Review for Final
28. Thu., Dec. 5	Summary and Review	

Writing Assignments (Note the Criteria, the grade standards and hypothesis paper section were developed by Steve Sin)

FIRST WRITTEN ASSIGNMENT

Paper 1: What theory best explains America's level of intervention in the Syrian Civil War?

Format Typed, double spaced

Your first paper should apply the international relations theory you think best explains American intervention – or lack thereof in Syria. The key effort here is the systematic application of theory to empirical evidence – in this case the behavior of the United States Towards Syria since the outbreak of the civil war there. You have plenty of empirical evidence about the war in the supplemental reading. You need to focus on **one particular theory** and cover it more in detail. **REMEMBER THIS IS AN ANALYTICAL PAPER NOT A NORMATIVE ONE.** The question you need to answer is:

Which theory best explains America’s level of intervention in the Syrian Civil War

To answer the question you need to systematically apply the theory to the case of American intervention – or lack thereof in Syria and then address why other theories do not do as good a job. Below I give you an outline for doing this.

Page 1	Introduction paragraph: Which theory is best and why in two sentences – ie boil your argument down to its essence
	Introduction to theory Brief (1-2 paragraph max) overview of theory
2-3 pages	Application of theory to case For each key assumption of the theory, explain what the theory says and present evidence that this case that fits or violates these assumptions. Make sure to explain why the supportive empirical evidence outweighs the contradictory evidence when there is both.
Last page	Comparison to one other theory In one to three paragraphs point out how another theory explains less of the case than your chosen theory.
	Assessment In a final paragraph, restate your argument about why your chosen theory gives the best analytical leverage for this case – citing the material you have presented in the previous pages.

In terms of identifying key assumptions and organizing the application of theory to case you may find the table below helpful.

Theory Assumptions about:	Supportive empirical evidence	Contradictory evidence
Key actor :		
Individual:		
State:		
International System :		
Change:		

- While this is not an English paper you are expected to spell check and meet minimal grammatical standards. You may use APA, MLA, or Chicago style citations **as long as you are consistent.**
 - <http://library.albany.edu/cfox>
 - **NOTE: your grade will NOT be affected by your choice of theories or the political implications of your analytical choices**

Criteria for Theory Paper	Value				
	E	D	C	B	A
Paper Submitted – 0 Points (-10 if not submitted on time)					
E-mail, and hard copy submission	-10 or 0				
Basics – 20 Points					
Overall formatting and presentation of paper + mechanics	0 - 5	6	7	8	9 - 10
Citation and consistency of citation formatting*	0 - 5	6	7	8	9 - 10

*** Note:** If you do not cite your sources (i.e. your paper contains no citations at all), you will receive an automatic 0 (zero) for the assignment.

Body – 80 Points

Thesis development and Introduction of Theories	0 - 3	7 - 8	9 - 10	11 - 12	13 - 15
Analysis and Support	0 - 5	17 - 18	19 - 20	21 - 22	23 - 25
Comparison of Theories	0 - 4	12 - 13	14 - 15	16 - 17	18 - 20
Style	0 - 5	6	7	8	9 - 10
Coherence	0 - 5	6	7	8	9 - 10

Criteria for Hypothesis Testing Papers	Value				
	E	D	C	B	A
Paper Submitted – 0 Points (-10 if not submitted on time)					
Overall Coherence	0 - 1	2	3	4	5
Overall Mechanics and Citation (to include consistency of citation formatting)*	0 - 1	2	3	4	5
* Note: If you do not cite your sources (i.e. your paper contains no citations at all), you will receive an automatic 0 (zero) for the assignment.					
Do you explain your question?	0 - 5	6	7	8	9 - 10
How well do you explain the existing research?	0 - 5	6	7	8	9 - 10
Does your hypothesis make sense and do you explain it well?	0 - 6	7 - 8	9 - 10	11 - 12	13 - 15
How well do you describe your operationalization of the variables?	0 - 6	7 - 8	9 - 10	11 - 12	13 - 15
Did you correctly perform your data analysis?	0 - 11	12 - 13	14 - 15	16 - 17	18 - 20
Were your analysis and conclusions clearly explained?	0 - 6	7 - 8	9 - 10	11 - 12	13 - 15
Did you include an appendix that presents your data?	0 - 1	2	3	4	5
Subtotal					
Total					

HYPOTHESIS PAPER ASSIGNMENT

FOR VIDEOS OUTLINING HOW TO DEVELOP HYPOTHESES AND LITERATURE REVIEW SEE Hypothesis Paper- guidance FOLDER ON BLACKBOARD OR THE YOUTUBE LINKS ABOVE (NOTE THE SECOND TWO VIDEOS ARE ASSIGNED- THE FIRST WE RECOMMEND YOU WATCH BUT IS NOT ASSIGNED).

Format: 6-7 pages, typed, double spaced

Choice of two approaches

- Quantitative comparison –look at two variables in at least 80 observations on your dependent and independent variables
- Qualitative comparison use most similar or most different methods of comparison to compare 3 cases

You must cite your source or sources for the data that you use. You must also cite at least five additional outside sources, as you should give some discussion about why the two variables may be related or why your comparisons are appropriate. You must be clear with your terms and your assumptions. Explain why you selected your variables and cases, why they are good measures for testing your hypothesis, and why you believe this to be an important question.

When drafting your final paper, you should follow the format for a political science research paper:

- a. In an introductory paragraph or two, you should state your question and explain why it is important.

- b. In another paragraph or two, you should explain what other researchers have found on this question (this is where your two outside sources will come in handy).
- c. In the next paragraph, state your hypothesis – what are you testing?
- d. Now, explain what you did – describe your independent and dependent variables, why they are good measures for your question, where you go the data and how you tested the relationship between your variables. You should explain everything clearly enough that someone could replicate your work.
- e. Perform your data analysis. Remember, your results must be presented in a chart.
- f. Discuss your conclusions. Does a relationship exist? Explain why or why not.
- g. Finally, you must include an appendix that presents the data that you used in your analysis and a bibliography for your outside sources.

Your grade for this assignment will depend on the following:

- Do you explain your question?
- How well do you explain the existing research?
- Does your hypothesis make sense and do you explain it well?
- How well do you describe your operationalization?
- Did you correctly perform your data analysis?
- Were your analysis and conclusions clearly explained?
- Did you include an appendix that presents your data?
- Is the paper coherent as a whole?

NOTE: your grade will NOT be affected by your choice of theories or the political implications of your analytical choices

Useful for writing papers

- <http://www.easybib.com/>
- <http://lifelife.com/202418/geek-to-live--take-study+worthy-lecture-notes>
- <http://lifelife.com/5335881/five-classic-ways-to-boost-your-note+taking>
- <http://www.flashcardmachine.com/>
- <http://www.usnews.com/blogs/professors-guide/2009/08/19/15-secrets-of-getting-good-grades-in-college.html>
- <http://lifelife.com/399556/five-best-note+taking-tools>
- <http://instructional1.calstatela.edu/tclim/resources.htm>
- <http://instructional1.calstatela.edu/tclim/resources2.htm>
- Time management:** <http://www.usnews.com/blogs/professors-guide/2009/10/14/top-12-time-management-tips.html>

Abstract blitz template

Article summaries (put abstract in as footnotes)

Author	Key DV	KEY IV	KEY IV2	Temporal scope	Method	Unit of analysis	Geographic	SUMMARY OF KEY POINTS BULLET POINTS AND KEY QUOTES
								•

Summary chart DVs- (put URL as footnote)

DV	Temporal scope	Geographic scope (# of countries)	Articles using database	Notes issues, advantages problems
Cingirelli (year)				

Summary chart IVs

IV	Positive	Negative	No relationship
Democracy	Author1 (year) • one sentence summary Author2 (year) • one sentence summary Etc.	Author3 (year) • one sentence summary Author4 (year) • one sentence summary Etc.	Author5 (year) • one sentence summary Author6 (year) • one sentence summary Etc.
Civil law			

PAPER GRADING STANDARDS	The "A" Paper	The "B" Paper	The "C" Paper	The "D" Paper	The "F" Paper
Thesis Development and Introductions of Theories	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central thesis is clearly communicated, worth developing, yet limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates the sources.	A solid paper, responding appropriately to assignment. Clearly states a thesis, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically.	Adequate but weaker and less effective, possibly responding less well to the assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, and thesis. Transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g. may move from least to more important idea, etc. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis	No appreciable organization; lacks transitions and coherence.

Analysis and Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support the paper's points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Examples bear some relevance	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or over generalizations for support, or offers little evidence of any kind. May be personal narrative or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well, structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.