

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Fall 2015

Discipline: Comparative Politics

PLCP 1010: Introduction to Comparative Politics

Division: Lower

Faculty Name: Donna H. LeFebvre

Credit Hours: 3; Contact Hours: 38

Pre-requisites: NONE

COURSE DESCRIPTION

This course introduces students to the central principles of comparative politics, with a focus on the politics and governments of port countries, examining those political systems, how those systems developed, and why and how these governments are the same and different. In identifying and comparing the politics and governments of these countries, we will look at the following concepts: the state and nation; history; political organization and governance; political culture and institutions; democracy and authoritarianism; social and economic development; conflict/violence; globalization and the international environment; and current challenges.

COURSE OBJECTIVES

The purpose of this course is to introduce students to the core principles and themes of comparative politics, especially as applied to port countries. In this course, we will do the following:

1. Learn what the primary characteristics are of a nation state
2. Learn differences between government models
3. Identify, explain, compare, and contrast the branches of government in port countries: the roles of the executive and the bureaucracy; the courts; and other state institutions, such as the police, military and local governments
4. Explain, compare, and contrast political parties in port countries
5. Explain, compare, and contrast representation and participation, social movements, and interest groups in port countries
6. Describe, explain, compare, and contrast the political economy and development in port countries
7. Identify, compare, and contrast current political, societal, and international challenges

REQUIRED TEXTBOOKS

AUTHOR: Alan Draper and Ansil Ramsay

TITLE: *The Good Society: An Introduction to Comparative Politics*

PUBLISHER: Pearson

ISBN #: 978-0134149196

DATE/EDITION: 2015, 3rd ed.

COURSE PACK Supplement to Text: Port country supplemental readings for PLCP 1010 Introduction to Comparative Politics; on ship's intranet

TOPICAL OUTLINE OF COURSE and JOURNAL

1-Class preparation- Classes are centered around assignments. Please review the following topics, below, after reading each assignment and BEFORE coming to class.

2-Country Journal-When you travel in each country, take this topic outline, below, with you and, based on the questions in it, find out all you can about these topics by talking with people, visiting relevant sites, and making observations. Keep a Country Journal recording this information; you will be using this journal later for your presentations.

CLASS 1: Comparative Politics: What Is It?

Assignment for next class: O'Neil, *Cases in Comparative Politics*, pp.1-36, on reserve; Draper and Ramsay, *The Good Society: Introduction to Comparative Politics* (abbreviated hereinafter as **Draper**), pp. 1-25; CIA World Factbook-European Union AND Italy, in your Course Pack (CP); AND *Italy* section in CP; 2-3 page autobiography

Topics:

1. Introduction
2. Resources and texts
3. Organization of course
4. EU: Organization and power

CLASS 2: ITALY

Assignment: (See above: Draper, *Introduction*, pp. 1-25; CIA World Factbook EU and Italy, in Course Pack (CP); AND Italy section in CP; 2-3 page autobiography)

Topics:

1. Development of the State: Geography, demographics, history
2. Organization and Governance
 - a. The Executive and bureaucracy
 - b. The Courts
 - c. Police and military
 - d. Local government
3. Participation and Representation
 - a. Political parties
 - b. Elections
 - c. Legislature
 - d. Political culture
 - e. Social movements and interest groups
4. State and Economy
 - a. Current issues
 - b. Social welfare policies
 - c. Environment
 - d. Globalization
5. Current political and societal challenges
 - a. Racism and ethnic identity
 - b. Violence/conflict
 - c. Other international and domestic issues
6. Comparisons with other countries
7. EU: Organization and power

CLASSES 3-4: TURKEY

Assignment for today: Draper, *The State*, pp 26-54; CIA World Factbook -Turkey, in your Course Pack (CP); AND Turkey section in CP. **Topics:**

1. Development of the State: Geography, demographics, history
2. Organization and Governance
 - a. The Executive and bureaucracy
 - b. The Courts
 - c. Police and military
 - d. Local government
3. Participation and Representation
 - a. Political parties
 - b. Elections
 - c. Legislature
 - d. Political culture
 - e. Social movements and interest groups
4. State and economy
 - a. Current issues
 - b. Social welfare policies
 - c. Environment
 - d. Globalization
5. Current political and societal challenges
 - a. Racism and ethnic identity
 - b. Violence/conflict
 - c. Other international and domestic issues
6. Comparisons with other countries

CLASS 5: GREECE

Assignment: Draper, *State and Society*, pp 55-73; CIA World Factbook -Greece, in your Course Pack (CP); AND Greece section in CP.

Topics:

1. Development of the State: Geography, demographics, history
2. Organization and Governance
 - a. The Executive and bureaucracy
 - b. The Courts
 - c. Police and military
 - d. Local government
3. Participation and Representation
 - a. Political parties
 - b. Elections
 - c. Legislature
 - d. Political culture
 - e. Social movements and interest groups
4. State and Economy
 - a. Current issues
 - b. Social welfare policies
 - c. Environment
 - d. Globalization
5. Current political and societal challenges
 - a. Racism and ethnic identity

- b. Violence/conflict
- c. Other international and domestic issues
- 6. Comparisons with other countries

CLASS 6: GREECE (Continued from above) and SPAIN

Assignment: Draper, *Political Culture and Identity*, pp 74-97; CIA World Factbook -Spain in your Course Pack (CP); AND Spain section in CP.

Topics:

- 1. Development of the State: Geography, demographics, history
- 2. Organization and Governance
 - a. The Executive and bureaucracy
 - b. The Courts
 - c. Police and military
 - d. Local government
- 3. Participation and Representation
 - a. Political parties
 - b. Elections
 - c. Legislature
 - d. Political culture
 - e. Social movements and interest groups
- 4. State and Economy
 - a. Current issues
 - b. Social welfare policies
 - c. Environment
 - d. Globalization
- 5. Current political and societal challenges
 - a. Racism and ethnic identity
 - b. Violence/conflict
 - c. Other international and domestic issues
- 6. Comparisons with other countries

CLASS 7: SPAIN (Continued)

Assignment: Review Spain assignment, above; Draper, *Political Economy*, pp. 98-125

Topics: See Topics, above

CLASS 8: MOROCCO

Assignment: Draper, *Authoritarianism*, pp. 126-151; CIA World Factbook -Morocco, in your Course Pack (CP) AND Morocco section in CP.

Topics:

- 1. Development of the State: Geography, demographics, history
- 2. Organization and Governance
 - a. The Executive and bureaucracy
 - b. The Courts
 - c. Police and military
 - d. Local government
- 3. Participation and Representation
 - a. Political parties
 - b. Elections
 - c. Legislature
 - d. Political culture

- e. Social movements and interest groups
- 4. State and Economy
 - a. Current issues
 - b. Social welfare policies
 - c. Environment
 - d. Globalization
- 5. Current political and societal challenges
 - a. Racism and ethnic identity
 - b. Violence/conflict
 - c. Other international and domestic issues
- 6. Comparisons with other countries

CLASS 9: MOROCCO, Continued (see above), & SENEGAL

Assignment: Draper, *Democracy*, pp. 152-174; CIA World Factbook -Senegal, in your Course Pack (CP), AND Senegal section in CP. Review Topical Outline, above, for Morocco

Topics:

- 1. Development of the State: Geography, demographics, history
- 2. Organization and Governance
 - a. The Executive and bureaucracy
 - b. The Courts
 - c. Police and military
 - d. Local government
- 3. Participation and Representation
 - a. Political parties
 - b. Elections
 - c. Legislature
 - d. Political culture
 - e. Social movements and interest groups
- 4. State and Economy
 - a. Current issues
 - b. Social welfare policies
 - c. Environment
 - d. Globalization
- 5. Current political and societal challenges
 - a. Racism and ethnic identity
 - b. Violence/conflict
 - c. Other international and domestic issues
- 6. Comparisons with other countries

CLASS 10: SENEGAL, Continued (see above)

Assignment: Draper, *Economic and Human Development*, pp. 175-202; review assignments, above, on Senegal

Topics: Review questions in Topical Outline, above, for Senegal

CLASS 11: Comparing States: What have we learned in the Field and in Class?

A comparison of the European port states and the states of Morocco and Senegal

Assignment: Draper, *Developed Countries*, pp. 203-248; Review all assigned readings, above, on these countries, above; review questions in Topical Outline, above.

Topics: Topical Outlines, above, for each country

1. How are these countries the same AND different with regard to the 9 categories in your topical outlines based on:
 - a. Your field labs, service, and other direct experiences in those countries?
 - b. Your readings?
2. In what ways did your field experiences in these countries connect to your course readings?

CLASS 12: MIDTERM EXAM

CLASS 13: BRAZIL

Assignment: Draper, *Less-Developed Countries*, pp. 250-289; CIA World Factbook, in your Course Pack (CP); AND Brazil section in CP.

Topics:

1. Development of the State: Geography, demographics, history
2. Organization and Governance
 - a. The Executive and bureaucracy
 - b. The Courts
 - c. Police and military
 - d. Local government
3. Participation and Representation
 - a. Political parties
 - b. Elections
 - c. Legislature
 - d. Political culture
 - e. Social movements and interest groups
4. State and Economy
 - a. Current issues
 - b. Social welfare policies
 - c. Environment
 - d. Globalization
5. Current political and societal challenges
 - a. Racism and ethnic identity
 - b. Violence/conflict
 - c. Other international and domestic issues
6. Comparisons with other countries

CLASS 14: Team Presentation: Compare and contrast 2 past port-states, based on your readings AND your observations and experiences in that country; your paper on those countries is due also.

CLASS 15: Team Presentation: Compare and contrast 2 past port-states, based on your readings AND your observations and experiences in that country; your paper on those countries is due also.

CLASS 16: Team Presentation: Compare and contrast 2 past port-states, based on your readings AND your observations and experiences in that country; your paper on those countries is due also

CLASSES 17-18: TRINIDAD and TOBAGO

Assignment: Draper, *Communism and Post-Communism*, pp. 290-329; CIA World Factbook -Trinidad and Tobago, in your Course Pack (CP); AND Trinidad and Tobago section in CP.

Topics:

1. Development of the State: Geography, demographics, history
2. Organization and Governance
 - a. The Executive and bureaucracy
 - b. The Courts
 - c. Police and military
 - d. Local government
3. Participation and Representation
 - a. Political parties
 - b. Elections
 - c. Legislature
 - d. Political culture
 - e. Social movements and interest groups
4. State and Economy
 - a. Current issues
 - b. Social welfare policies
 - c. Environment
 - d. Globalization
5. Current political and societal challenges
 - a. Racism and ethnic identity
 - b. Violence/conflict
 - c. Other international and domestic issues
6. Comparisons with other countries

CLASS 19: Team Presentation: Compare and contrast 2 past port-states, based on your readings AND your observations and experiences in that country; your paper on those countries is due also.

CLASS 20-21: COSTA RICA

Assignment: CIA World Factbook -Costa Rica, in your Course Pack (CP); AND Costa Rica section in CP.

Topics:

1. Development of the State: Geography, demographics, history
2. Organization and Governance
 - a. The Executive and bureaucracy
 - b. The Courts
 - c. Police and military
 - d. Local government
3. Participation and Representation
 - a. Political parties
 - b. Elections
 - c. Legislature
 - d. Political culture
 - e. Social movements and interest groups
4. State and Economy
 - a. Current issues
 - b. Social welfare policies
 - c. Environment

- d. Globalization
- 5. Current political and societal challenges
 - a. Racism and ethnic identity
 - b. Violence/conflict
 - c. Other international and domestic issues
- 6. Comparisons with other countries

CLASS 23: Students' Field Experiences and Comparative Politics of Port Countries Revisited:

Overview of Port States and Regions: In this class, students in each of the original presentation groups will report back to the class on what you learned about your group's comparative politics presentation topics while traveling, attending field trips, participating in course labs, visiting museums and other cultural sites, and talking with people in all the port countries. You will base this presentation on your Journal: Records and notes you have made and kept of all your experiences, conversations, interviews, and observations relevant to comparing and contrasting all the states.

CLASS 24: FINAL EXAM

FIELD WORK: FIELD EXPERIENCE, FIELD LAB, FIELD ASSIGNMENTS, TEAM PRESENTATIONS, and PAPER

1. **First Presentation and Paper:** Each student will use the readings, other academic research, and your field research and observations to compare and contrast 2 port countries. You will write: one long paper; one short paper; make 2 presentations; and keep a port journal. Each student will be a member of a team, which will present a well-researched oral report comparing and contrasting 2 port states. Your First Presentation should be interactive, informative, and should compare not only what you learned in your readings but also connect and explore in depth what you saw in the 2 countries, as you experienced the culture, society, and politics of these 2 states. Your group will also write an 8 page paper comparing and contrasting these 2 port states, which you will turn in at the beginning of the presentation and which will be placed on the course intranet for other students in the class to read. Details about the presentation and paper will be provided in class. Before your presentation, all members of your group must meet with me to discuss what you plan to do at your presentation and turn in a detailed outline, to get my feedback and approval. Time should be split up so that each member has an equal amount of presentation time.
2. **End-of-Semester Second Presentation: Re-Connecting Your Field Experience:** At the end of the semester, you will re-visit your paper and first oral presentation by reporting back to the class on what you learned in the field on these topics traveling in, attending field trips, doing service, visiting museum and other sites, and participating in course labs in all the other countries. In this second presentation, you will compare and contrast the 2 port states you wrote about to all the other countries. Therefore, **in order to prepare for this second presentation**, it's very important throughout the voyage that **in each country** that you ask lots of questions (as appropriate), talk to people, observe carefully, take notes, and make a very good record in your Country Journal in order to learn all you can on the ground about the course comparative politics topics in that country. You will base this presentation on your Journal: Records and notes you have made and kept of all your experiences, conversations, interviews, and observations relevant to comparing and contrasting all the states.
3. **FIELD LAB and Reflection Paper: Costa Rica**
This Field Lab is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.
Costa Rica: Away With the Military!

Among developing countries in Central America, Costa Rica, despite poverty, stands out for its stable democracy and progressive political and social policies. For the majority of Americans, we

know Costa Rica only by its travel reputation: peaceful, beautiful, lots of protected land, good environmental policies, and pretty safe. However, Costa Rica is very different from its neighbors, and most other countries in the world, in one important way: it has no military—that means no tanks, no missiles, no generals, no Navy, no Air Force, no Army. In 1948, President Jose Figueres took a hammer and literally hit through the wall enclosing the headquarters of the military. He then handed the keys to that military fortress, in San Jose, the capital, to the head of Costa Rica’s department of education. Figueres announced that the country’s military headquarters would be transformed into a museum (it is now the National Museum of Costa Rica) and that henceforth the military was abolished. He went on to promise that the money and resources formerly spent on the military would now be spent on the environment, health care for the people, and education. The ban on a military became part of the Costa Rican Constitution in 1949.

Forty years later, in 1987, President Oscar Arias (Sánchez), who had been involved in negotiating peace next-door, in the Nicaragua/Contra armed conflicts, told the U.S. Congress: "I belong to a small country that was not afraid to abolish its army in order to increase its strength. In my homeland you will not find a single tank, a single artillery piece, a single warship or a single military helicopter.... Today we threaten no one, neither our own people nor our neighbors. Such threats are absent not because we lack tanks but because there are few of us who are hungry, illiterate or unemployed." Arias won the Nobel Peace Prize in 1987.

In this field lab, we will go to central San Jose and, in the morning, visit the Peace Museum (Museo Para La Paz) <http://www.costaricainfolink.com/en/the-peace-museum-costa-rica/> (established partly with Arias’s Nobel prize money), on Democracy Square, near the Legislature and Supreme Court buildings, as well as take a look at the exterior of the former national military headquarters, the Bella Vista Fortress, now housing the National Museum. After lunch, we will meet with government officials, as well as U.S. AID staff and Tico university students who will talk with us about Costa Rica’s democracy, advantages and disadvantages of demilitarization on the state and its citizens, what works and what doesn’t, and continuing challenges. You will turn in a 3-5 page Reflection Paper on this Field Lab, discussing what you learned from this field lab experience.

METHODS OF EVALUATION and GRADING

1. First Oral Presentation comparing 2 port states=20% of grade
2. Paper comparing 2 port states =20% of grade
3. End-of-Semester Field Presentation=10% of grade
4. Midterm Exam= 25%
5. Final Exam= 25%

RESERVE BOOKS AND FILMS FOR THE LIBRARY

AUTHOR: Patrick O’Neil and Ronald Rogowski
TITLE: *Essential Readings in Comparative Politics*
PUBLISHER: Norton
ISBN #: 0393912809
DATE/EDITION: 2012, 4th ed.

AUTHOR: Patrick O’Neil
TITLE: *Essentials of Comparative Politics*
PUBLISHER: Norton

ISBN #: 0393938972

DATE/EDITION: May of 2015, 5th ed.

FILMS: *Incorruptible* (2015), documentary directed by E. Chai Vasarhelyi (Senegal's 2012 elections)

ELECTRONIC COURSE MATERIALS

1-**Course Pack** (Port Country Supplement to Textbook)

ADDITIONAL RESOURCES

1-Online sites and indices important to the study of comparative politics, *e.g.*, worldbank.org; un.org; transparency.org; etc.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's Honor Code. The Code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for a further explanation of what else constitutes an honor offense. Each written and oral assignment for this course must be pledged AND signed by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment."

Doing Comparative Politics: An Introduction to Approaches and Issues. SECOND EDITION.Â comparative politics focuses on understanding and explaining political phenomena that take place within a state, society, country, or political system. 1. (See Figure 1.1 for a discussion of these various terms.) This slightly more detailed definition of the field gives us a better sense of what comparative politics is and how it may differ from other fields of inquiry, although, as I will discuss below, it is a definition that raises far more questions than it answers. Compares countries by evaluating them against the standards of the good society Combining thematic and country approaches to show students what comparative politics is really about, The Good Society, The: An Introduction to Comparative Politics, 3/e organizes itself around a key question-why are some countries better than others at improving their citizens' lives? This brief survey examines the field of comparative politics, defines core concepts, and offers case studies of individual countries that apply those concepts. Readers develop a critical point-of-view on different political systems