POLS 5331.001 Course Syllabus

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Fall 2013
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Office: Bus 225
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SEMINAR IN COMPARATIVE POLITICS

SYLLABUS

This graduate seminar on Comparative Politics is the first Political Science graduate class to be taught in hybrid format. A hybrid course is a blend of face-to-face instruction with computer-based learning. In this hybrid class, a large amount of the course learning activity has been moved online, making it possible to reduce the amount of time spent in the classroom. Traditional face-to-face instruction is reduced but not eliminated. Students benefit from the quality instruction and flexibility of both the online and classroom learning environments.

This course is designed to acquaint the graduate student with some of the most controversial issues and approaches in the field of Comparative Politics. Besides covering the history and evolution of the field of Comparative Politics, special emphasis will be placed upon major approaches and issues the discipline has been dealing with. These will include the study of revolutions, the rise of neofascism, the problem of extreme nationalism and other hot topics such as ethnic and religious conflict. Approaches to study these issues will include well known classics such as structural functionalism, elitism, and culture theory as well as newer approaches, including Historical Sociology and neo-institutionalism.

Credit Hours: 3

Prerequisites: None

Course Goals and Objectives:
After successfully completing this course, graduate students should be able to demonstrate:

- familiarity with terminology used to study Political Science and Comparative Politics
- basic knowledge of a variety of approaches used to study governments, politics and cultures of other countries
- an understanding of major political ideologies such as communism, fascism and neofascism
- comprehension and understanding of major issues studied in Comparative Politics, including revolutions, nationalism, and ethnic and religious conflict
- ability to engage in scholarly research
- competency in critiquing student research
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Required Texts:
Dalton, et al. *Comparative Politics Today*
Carter, Elizabeth. *The Extreme Right in Western Europe*

Office Hours:
Monday and Friday: 9:00-10 a.m. Monday, Wednesday and Friday: 11:00 a.m.-12:00 p.m.
Wednesday: 5:00 p.m. to 6:00 p.m. and by appointment.

Communication Policy:
E-mails will be answered within 24 hours during the school week and 48 hours on weekends.

Class Meetings:
Class will meet Wednesday evening from 6:00 until 8:40 p.m. in BUS 258 and online.

Course Requirements:
1. Attendance of Class Meetings
2. Successful completion of two exams to be held on October 9 and December 11, 2013. Each exam will be worth 100 points. The exams will consist of essay questions and short identifications.
3. Successful completion of a research project discussed below. The final research project is worth 100 points, with the first draft being worth an additional 25 points. The first draft will be due on October 2, 2013 and the complete project will be due November 13, 2013.
4. Maintenance of an online Journal detailing progress toward completion of the research project. At least 6 entries with no less than 200 words each are required. The journal entries are worth 25 points.
5. Online critiques of all student presentations using the rubric below. The critiques are due December 13, 2013. The critiques are worth 100 points. You will receive 50 points for critiquing the other students’ research projects and an additional 50 points for your own research project based on your classmates evaluations of your work).
6. Participation in five Discussion Board Sessions). The discussions will account for 10 points each for a total of 50 points and your score will be based on the Discussion Board Rubric below.

Grading Policy:
The grading scale will be the following:

A=500-450 points
B=449-400 points
C=399-350 points
D=349-300 points
F=299 or fewer points
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Research Project:
- The research project for this class will constitute 20 percent of your grade.
- The research project will be a part of the online component of this class.
- Please log on to Blackboard.
- After logging on to Blackboard, instructions about the research project can be found under POLS 5331-001.
- First listen to a brief description of the project.
- Then watch the YouTube video detailing how to create and present a PowerPoint presentation.
- Next take a look at an example of the type of research project I expect from you. Please use the example of the PowerPoint presentation on the French National Front as a foundation for your research project. Feel free to build upon this foundation and add your own personal touches to it.
- Before you start your research project, watch the Tegrity presentations on Fascism, Neo-fascism and the new European Extreme Right.
- Every two weeks, update your journals; so that, I can track your progress. The journals will be graded and will constitute 5 percent of your grade. At the end of the semester I expect at least six journal entries from you. Each one of them has to contain at least 200 words.
- Beginning November 13th, research presentations will be presented in class. After your presentation your peers and I will grade your presentation based on the rubric below. While I will grade you in class, your peers will grade you online and assign points based on the rubric below. These critiques will constitute another 20 percent of your grade.
- Each student will have to critique all other student presentations to be able to get full credit for this exercise.
- All items will be graded within one week of submission.
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Presentation Rubric:

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Title of Presentation:</th>
<th>Name of Evaluator:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>3</th>
<th>Audience cannot understand presentation because there is no sequence of information.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Student presents information in logical sequence which audience can follow.</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Knowledge</th>
<th>6</th>
<th>Student does not have grasp of information, student cannot answer questions about subject.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Student is at ease with expected answers to all questions, yet fails to elaborate.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graphics</th>
<th>2</th>
<th>Student uses superfluous graphics.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Student occasionally uses graphics that rarely support text and presentation.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Student's graphics relate to text and presentation.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Student's graphics explain and reinforce main text and presentation.</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>3</th>
<th>Student's presentation has four or more spelling errors and/or grammatical errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Presentation has no misspellings or grammatical errors.</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eye Contact</th>
<th>2</th>
<th>Student reads all of report with no eye contact.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Student occasionally uses eye contact, but still reads most of report.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Student maintains eye contact most of the time but frequently returns to notes.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Student maintains eye contact with audience, seldom returning to notes.</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elocution</th>
<th>2</th>
<th>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Student's voice is low.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Student incorrectly pronounces terms.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Student's voice is clear.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Student pronounces most words correctly. students can hear presentation.</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

No Presentation results in a zero (0).

Total Points: 50

Derived from: [http://www.ncsu.edu/midlink/rub.pres.html](http://www.ncsu.edu/midlink/rub.pres.html)

Discussion Board Rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>0 Points</th>
<th>1 Point</th>
<th>2 Points</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Participates not at all.</td>
<td>Participates once</td>
<td>Participates twice</td>
<td></td>
</tr>
<tr>
<td>Initial Post</td>
<td>No Post</td>
<td>Does not fully answer question(s)</td>
<td>Answers questions fully</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>No References Cited</td>
<td>Uses some references to literature, readings, or personal experience to support comments.</td>
<td>Uses references to literature, readings, or personal experience to support comments.</td>
<td></td>
</tr>
<tr>
<td>Follow-Up</td>
<td>Posts shallow contribution to discussion (I agree) or no responses</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td>Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts</td>
<td></td>
</tr>
<tr>
<td>Clarity / Mechanics</td>
<td>No or unorganized/rude content with multiple errors.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors</td>
<td></td>
</tr>
</tbody>
</table>

Points:
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University Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.utttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.
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Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Academic Dishonesty
Examples of Scholastic Dishonesty
The policies listed below are taken from Section 8-802 of the Manual of Policy and Procedures:

"Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic
advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.

"Cheating" includes, but is not limited to:

A. copying from another student's test paper; using during a test materials not authorized by the person giving the test;
B. failing to comply with instructions given by the person administering the test;
C. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
D. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
E. collaborating with or seeking aid from another student during a test or other assignment without authority;
F. discussing the contents of an examination with another student who will take the examination;
G. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
H. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
I. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
J. falsifying research data, laboratory reports, and/or other academic work offered for credit;
K. taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
L. misrepresenting facts, including providing false grades or résumés, for the purpose of obtaining an academic or financial benefit for oneself or another individual or injuring another student academically or financially.

"Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

"Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
"Falsifying academic records" includes, but is not limited to, altering or assisting in the altering of any official record of the university or the University of Texas System, the submission of false information or the omission of requested information that is required for or related to any academic record of the university or the University of Texas System. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

**TENTATIVE COURSE OUTLINE:**
The tentative course outline is subject to change; however, you will be notified well in advance of any changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Method</th>
<th>Activity</th>
</tr>
</thead>
</table>
| August 28      | Face to Face | Introduction  
A History of Comparative Politics  
Core Concepts of the Field of Comparative Politics |
| September 4    | Online     | Watch Personal and Course Introduction  
Start Research Project.  
Watch Video on how to prepare a PowerPoint presentation  
Watch sample PowerPoint presentation on the National Front in France  
Start Journal on Research Project |
| September 11   | Face to Face | Cultural Approaches to Comparative Politics. Almond and Verba-The Civic Culture Materialism vs. Postmaterialism |
| September 18   | Online     | Watch Tegrity Lecture on:  
"Fascism" and  
"The Rise of Neo-Fascism/Right Wing Populism in Europe"  
Start Discussion Board-Do you agree with some of the points the Extreme Right is making in Europe today? |
| September 25   | Face to Face | The Study of Revolutions  
Marx, Weber, de Tocqueville, Huntington and Skocpol |
# POLS 5331.001 Course Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Format</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2</td>
<td>Online</td>
<td>Update Research Project. Submit first draft of research project</td>
</tr>
<tr>
<td>October 9</td>
<td>Face to Face</td>
<td>Systemic/Structural-Functional Approaches to Comparative Politics</td>
</tr>
<tr>
<td>October 16</td>
<td>Online</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>October 23</td>
<td>Face to Face</td>
<td>Historical Sociology and Political Economy-Moore and Gourevitch</td>
</tr>
<tr>
<td>October 30</td>
<td>Online</td>
<td>Watch Tegrity Lecture on: Marxism, Leninism, Maoism and Neomarxism. Do you agree with Klaus Offe and his approach to Neomarxism?</td>
</tr>
<tr>
<td>November 6</td>
<td>Online</td>
<td>Finish Research Project. Final Journal update on Research Project</td>
</tr>
<tr>
<td>November 13</td>
<td>Face to Face</td>
<td>Presentations 1-4</td>
</tr>
<tr>
<td>November 20</td>
<td>Face to Face</td>
<td>Presentations 5-8</td>
</tr>
<tr>
<td>November 27</td>
<td>Online/Thanksgiving Holiday</td>
<td>Begin to critique student presentations 1-8 using Rubric in Syllabus-due December 13. Begin to prepare for Final Exam</td>
</tr>
<tr>
<td>December 4</td>
<td>Online</td>
<td>Continue to critique student presentations 1-8 using Rubric in Syllabus-due December 13</td>
</tr>
<tr>
<td>December 11</td>
<td>Online</td>
<td>Take Final Exam</td>
</tr>
</tbody>
</table>

**Technical Support**

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing support@patriots.uttler.edu or call 903.565.5555. When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course.
- The page in question.
- If you get an error message, a description and message number.
- What you were doing at the time you got the error message.

You may also visit the Help Tab in Blackboard for useful information or check out On Demand Learning Center for Students http://ondemand.blackboard.com/students.htm
Plug-ins and Helper Applications
UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.

- Mozilla Firefox is the recommended browser for Blackboard.
- Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files.
  http://get.adobe.com/reader/
- Java Runtime Environment (JRE) allows you to use interactive tools on the web.
- Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations.
  http://get.adobe.com/flashplayer/
- QuickTime allows users to play back audio and video files.
- Windows Media Player allows you to view, listen and download streaming video and audio.
- RealPlayer allows you to view and listen to streaming video and audio.
  http://www.real.com/

Netiquette Guide
"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. (URL: http://www.learnthenet.com/learn-about/netiquette/index.php)