

Syllabus for
GOV 103—Comparative Politics
3 Credit Hours
Spring 2019

I. COURSE DESCRIPTION

A wide-ranging survey of the similarities and differences among major contemporary political systems and Biblical foundations for governance. Included are examinations of government and politics in mixed democracies, authoritarian governments, communist and post-communist countries, the newly industrializing states, and the less developed countries. This is designed to introduce students to the sub-field of Political Science known as Comparative Politics and in doing so, meet the ORU Whole Person Education 3 hour Civics requirement.

II. COURSE GOALS

The purpose of this course is to enable students to discuss the differences between the types of democracies and non-democracies. Students should have a clear understanding of the political, economic and cultural factors including religion and identity, which influence governmental structures and decisions. Students should be able to illustrate their understanding of comparative politics using historic and contemporary cases. Finally, students should be able to compare biblical principles and theological foundations of governance with governmental types and policy decisions in historical and current events.

III. STUDENT LEARNING OUTCOMES FOR THE COURSE

As a result of successfully completing this course, you should be able to:

- a. Identify the biblical foundations of government and locate them in various forms of government.
- b. Identify and explain the differences between the types of government.
- c. Explain the political, economic, and cultural factors including religion and identity, which influence governmental structures and decisions.
- d. Demonstrate knowledge of comparative politics and the comparative method using historic and contemporary cases.
- e. Recognize opportunities to participate in civil engagement.

IV. TEXTBOOK AND OTHER LEARNING RESOURCES

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the [ORU Citing and Documenting Sources](#) pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

a. Required Materials

- i. Orvis, S. and Drogus, C. *Introducing Comparative Politics: The Essentials*. CQ Press, 2018. [9781506385693] The ORU Bookstore carries print as well as eTexts of assigned textbooks. Students may buy or rent the textbook. <http://www.bkstr.com/oralrobertsstore/home>
- ii. Hailu, Solomon *The Kingdom of God*. 2018. (9781684547579)

b. Optional Materials

- i. Sage Edge: <https://edge.sagepub.com/orvisessentials1e/student-resources-0>. Free tool for students with chapter summaries, flash cards, and multi-media resources to enhance and reinforce learning.
- ii. Online Journals:
 1. *Foreign Affairs: Published by the Council on Foreign Relations*. n.d. <https://www.foreignaffairs.com/>.
 2. *Foreign Policy: The global magazine of news and ideas*. n.d. <https://foreignpolicy.com/>.
 3. *Providence: A journal of Christianity and American Foreign Policy*. n.d. <https://providencemag.com/>.
 4. *Review of Faith and International Affairs*. n.d. <https://globalengage.org/faith-international-affairs/review-of-faith-international-affairs>.
- iii. Podcasts and Video: Many of the online journals listed above have video or audio interviews about the topics in this class. Several of the authors and researchers discussed in the textbook also maintain an active media presence and can be found on YouTube (<https://youtube.com>), Freakonomics (<http://freakonomics.com>), TED (<https://ted.com>), or similar outlets

V. POLICIES AND PROCEDURES

a. University Policies and Procedures

- i. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- ii. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 1. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;

2. Failing to meet group assignment or project requirements while claiming to have done so;
 3. Failing to cite sources used in a paper;
 4. Creating results for experiments, observations, interviews, or projects that were not done;
 5. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
- iii. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 - iv. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors at the following link: <http://oru.edu/current-students/my-academics/resources/whole-person-assessment/handbooks.php> Course specific requirements are listed below in section C. Class Policies and Procedures.
- b. Department Policies and Procedures
- i. Tardies— Excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. The student is responsible for notifying the professor about a tardy immediately following that class, not at a later time.
 - ii. Incompletes—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the History, Humanities, and Government Department. Very few incompletes are granted.
 - iii. Late Work
 1. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the

instructor's due date. Any test taken late incurs a \$15 late-test fee.

2. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
- iv. Attendance—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this “sick leave.” If a student has absences in excess of this number, the earned grade for the course may be affected. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
- v. Administratively Excused Absences—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 1. Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 2. Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 3. Obtain information covered during an absence. All work must be completed as scheduled.
 4. Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
- vi. Extra Credit—Students should not expect extra credit to help raise a grade.
- vii. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must

document all sources and ideas that are not their own original information. Flagrant cheating results in an F for the course.

viii. Whole Person Assessment

1. Compliance—To be listed as “compliant” the student must correctly submit electronically the artifact for assessment. “Noncompliant” means the student has either not submitted or incorrectly submitted the artifact electronically. It is the student’s responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student’s ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student’s ORU email address.
2. Requirements—The requirements for this class are listed in the General Education Whole Person Assessment Handbook.

c. Course Policies and Procedures

- i. Evaluation Procedures: The final grade will be based on discussion discussions, essay, media journals, quizzes, and civic engagement.

Grade Weight	Category
35%	Discussions and/or Essays (pick 7 of 8)
20%	Media Journals (4x)
30%	Exams (3x)
15%	Civic Engagement/WPA (5%-Proposal, 10%-Completion)

- 1.
- ii. Grading Scale: A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below.
- iii. Description of Grade Items:
 1. Discussion: Discuss the weekly question with your peers using the discussion tool in D2L. Your initial post should be 200 words, not counting citations. You MUST include at least two citations in your original post as well as in each of your response posts, with one citation coming from the assigned textbook in the course and the others coming from course study materials or from the literature. Remember to cite your sources properly. This is due on the first class day of the week. By the end of the week, you need to write two response posts of no more than 100 words each that respond to two posts created by your colleagues, either on their threads or on yours.
 2. Essay: Based on your reading so far, write an essay (500-600, double-spaced) responding to the question from that week. A well-structured essay will include a paragraph or two defining key

terms and a paragraph or two answering the final question. Submit your essay using the appropriate dropbox in D2L.

3. Media Journal: Apply the theories you are learning to contemporary events. Identify and read at least two recent news stories or reports which applies to the weekly theme. The articles should be recent and not one assigned in class. In 500-600 words describe the news article and then provide some analysis or commentary based on your understanding of comparative politics. Make sure to include properly formatted citations to the news sources. Additionally, your sources should be from credible news outlets, research groups, or scholarly blogs and podcasts. Submit your journal entry to the appropriate dropbox in D2L.
4. Exams: Exams will cover all material from all chapters, lectures, and class discussions for that unit of the course. You should expect to see multiple choice, short answer, and essay questions on the exam. The final unit exam will take place during final exams week.
5. Whole Person Assessment (WPA) Requirements: The Whole Person Assessment requirement for this course is a Civic Engagement Exercise. To complete the exercise a student should:
 - a. Spend 3-5 hours in civic engagement. Examples of acceptable activities include volunteering or working with a political campaign, helping with elections or get-out-the-vote efforts, volunteering or working with non-profit groups or government agencies engaged in social or civic welfare, or similar. Students may be required to submit a proposal to the instructor for approval of their civic engagement activity.
 - b. Write a 500-600 word reflection essay about the civic engagement activity addressing the following questions and themes:
 - i. Describe your civic engagement activity. Who was involved? What did you do? When and where?
 - ii. Describe how you demonstrated and promoted a lifestyle of enriching the social environment.
 - iii. Discuss specific actions you took to make a difference in the community.
 - c. Essays not submitted electronically or incorrectly submitted receive a zero for that assignment.

iv. Other Policies and/or Procedures

1. Students are responsible for reading the textbook and supplementary volumes systematically according to assignment

sequence. Further, students are expected to attend all class meetings and participate in class discussions. Students may receive course credit for attendance and participation.

2. Students are expected to prepare for each class session by studying the course schedule prior to the lecture in order to make positive contributions in the class discussions. Students are also recommended to take and review their notes periodically.
 3. Students are responsible for additional assignments as made in class or discussion group.
 4. Students are evaluated on each examination for their knowledge of class lectures, the assigned readings, independent thought, and writing skills. There will be three examinations during the course of the semester.
- v. Students may be offered extra credit opportunities during the course of the semester.

VIII. COURSE CALENDAR

Week	Theme	Read	Due this week
1	Introductions	Chapter 1, Scriptures, and Van Geest (D2L)	Discussion: Christian foundations of government.
2	What is a state?	Chapter 2 and Arend (D2L)	Essay: What is comparative politics?
			Submit civic engagement proposal
3	State, Citizens, and Regimes	Chapter 3	Discussion: Is Iran a theocracy?
4	States and Identity	Chapter 4 and Conor (D2L)	Essay: What is the nation?
5	Unit 1 Exam		
6	Democratic Institutions Part 1	Chapter 5	Discussion: If you could trade your system of government, which would you choose?
7	Democratic Institutions Part 2	Chapter 6	Media Journal
8	Contentious Politics	Chapter 7	Media Journal
9	Authoritarian Institutions	Chapter 8	Discussion: Is Corruption Beneficial?
10	Regime Change	Chapter 9	Discussion: Does social revolution lead to democracy?
11	Unit 2 Exam		
12	Political Economy	Chapter 10	Discussion: What is the impact of globalism?
13	Development	Chapter 11	Media Journal
			Submit civic engagement essay
14	Public Policy	Chapter 12	Media Journal
15	Unit 3 Exam		

Weekly Question Prompts:

1. Discussion: Identify at least one area of the scholarly understanding about the state that reflect the influence of either the Biblical principle of promoting good or seeking justice for the oppressed. In your thread, explain why you believe the identified items to show the influence of Christian principles, preferably using Scripture as evidence for your position. Finally, explain why you believe it to be important that we recognize these traits of states as having Biblical foundations. Use the following scriptures to inform your answer: Genesis 9:

5-6; Judges 17: 6; Jeremiah 29:7; 1 Samuel 8; Psalm 82: 2-4; Romans 13: 1-7; 1 Peter 2: 13-14.

2. Essay: What is comparative politics? A complete answer will discuss the three big questions from Orvis and Drogus (2018) along with addressing the differences between comparative politics, international relations, and international studies. For additional source material, consider including the following classic article available through the ORU library: Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method." *American Political Science Review* 65, no. 3: 682–93. doi:10.2307/1955513
3. Discussion: Does theocracy merit its own classification, or can nations like Iran be placed in one of the other categories? To answer this question, you should include a definition of theocracy, a brief explanation why theocracy is different than other regime types, and why Iran meets or fails your definition of theocracy. Additionally, if Iran is not a theocracy, what is it and why?
4. Essay: What is the difference between ethnic group, race, and nation? Can they overlap? This question is part of an important debate within comparative politics concerns definitions about the nation, state, ethnicity, and other ways groups of people have or are given identities. Understanding these definitions and the debate around them is critical for making meaningful comparisons. For additional source material, consider including the following classic article available through the ORU library: Connor, Walker. 1978. "A nation is a nation, is a state, is an ethnic group is a" *Ethnic and Racial Studies* 1, no.4: 377-400. DOI:10.1080/01419870.1978.9993240. A well-structured essay will include a paragraph on each term and a paragraph or two answering the final question.
6. Discussion: If you could trade your system of government, which would you choose and why? Semi-presidential, parliamentary? What type of federalism? To answer this question, you should correctly identify and define the type of government in your current county, define an alternative, and justify your reasoning.
7. Media Journal: For this week's media journal, focus on questions of democracy and elections in a comparative perspective. Identify and read at least two recent news stories or reports which applies to the weekly theme. The articles should be recent and not one assigned in class. Your sources should be from credible news outlets, research groups, or scholarly blogs and podcasts. Beyond journalists, consider looking at academic think tanks, which provide a great source for the media journals. Here are a few research groups focused on the topic this week. Electoral Integrity Project - <https://www.electoralintegrityproject.com/> and Varieties of Democracy - <https://www.v-dem.net/en/>
8. Media Journal: You may want to consider either of these two suggestions in your media journal this week:
 - a. Create a list protests that have occurred recently in your community (local is preferred but state or national is acceptable) and discuss the implications of recent protests, as you understand them, in your community. Have the protests

effected change within the community? What were the implications and consequences of the movement?

- b. Watch a documentary of a modern revolution and compare and contrast the explained causes and outcomes of the two revolutions, keeping in mind the theoretical material discussed in the class. Sources might include: The Iranian Revolution - The Man Who Changed the World - available in six parts on YouTube [URL: <https://www.youtube.com/watch?v=FfrJ2rBobGs>] or Post-communist revolutions in Europe - The Polish Transformation - available on YouTube [URL: <http://www.youtube.com/watch?v=8FI2OYrf8i4>].
9. Discussion: Do you think that corruption plays an important, maybe even beneficial, role in authoritarian regimes? Why, or why not? A complete answer to this question will include definitions of corruption and authoritarian regimes. You should also take a side on the question and provide examples and explanations to justify your answer.
10. Discussion: Why do social revolutions seem to all end up with authoritarian regimes (re)establishing themselves? Is there a reason why democracy seems to never succeed through revolutionary action? A complete answer to this question will include a brief definition of social revolutions and authoritarian regimes. You should also discuss key elements of successful democracies. Finally, you should take a side on the issue and provide examples and an explanation for your claim.
12. Discussion: Thinking about the relationship between sovereign economies and globalism, what are the benefits of protectionism and of neoliberal free trade? What are their risks? Should countries pursue one or the other, why, and under what conditions? A complete answer will define key terms of protectionism and neoliberal free trade. You should take side on the issues and provide examples and an explanation for your claim.
13. Media Journal: As you look at media sources this week focus on stories and reports covering issues of political economy. This is a broad topic and many areas of political economy are appropriate. Additional sources might include reports or briefings from: The World Bank: <https://worldbank.org>, Organization for Economic Co-operation and Development: <http://oecd.org>, or United Nations International Human Development Indicators: <http://hdr.undp.org/en>
14. Media Journal: In 2015 the World Bank produced a report challenging the use of the term “developing nations”. This came along side other reporting encouraging reporters and policy makers to stop using the term “third-world”. In the media journal for this week, revisit the claims of these articles and examine the current debate.
 - a. Khokhar, Tariq And Umar Serajuddin. 2015. “Should We Continue To Use The Term “Developing World”?”. <http://blogs.worldbank.org/opendata/should-we-continue-use-term-developing-world>
 - b. Silver, Mark. 2015. “If You Shouldn't Call It The Third World, What Should You Call It?” <https://npr.org/sections/goatsandsoda/2015/01/04/372684438/if-you-shouldnt-call-it-the-third-world-what-should-you-call-it>

GOV 103 – Comparative Politics

This course contributes to the ORU course objectives as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contributi	Moderate Contributi	Minimal Contributi	No Contribut
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical literacy			X	
1B	Spiritual Formation			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking, creativity, and	X			
2B	Global & historical perspectives		X		
2C	Information literacy		X		
2D	Knowledge of the physical and natural			X	
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Ethical reasoning and behavior		X		
4B	Intercultural knowledge and		X		
4C	Written and Oral Communication		X		
4D	Leadership capacity	X			