

RPOS102M Comparative and International Politics, Fall 2015

TTH 10:15_AM-11:35_AM LC0024 Class Number: 6644

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

Office Hours:

Uptown: Humanities basement 16, Tuesday 1140 to 140 or by appointment (ph) 442-3112

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Teaching Assistants

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Sections	Class Number: 6645 F 01:40_PM-02:35_PM BA0211 Class Number: 6646 F 02:45_PM-03:40_PM BA0211 Class Number: 6647 F 03:50_PM-04:45_PM BA0211	Class Number: 6650 Meeting Info: F 01:40_PM-02:35_PM BA0210 Class Number: 6649 Meeting Info: F 02:45_PM-03:40_PM BA0210 Class Number: 6648 Meeting Info: F 03:50_PM-04:45_PM BA0210	Class Number: 6651 Meeting Info: F 01:40_PM-02:35_PM BB 356 Class Number: 6652 Meeting Info: F 02:45_PM-03:40_PM BB 356 Class Number: 6653 Meeting Info: F 03:50_PM-04:45_PM BB 356

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 fulfils 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 pos102@gmail.com 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) an email that you would prefer we use to contact you
- 4) what year you are at UAlbany
- 5) what your major (or intended major) is
- 6) your TA and section (if you are not sure look above at the class numbers for the sections)
- 7) your favorite movie
- 8) your least favorite movie
- 9) your favorite song
- 10) your least favorite song

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 TA's or call (if I am in my office at 10pm I will answer the phone) or email the instructor or TA's 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 blackboard 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.

• Accommodations

“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 Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations (<http://www.albany.edu/studentlife/dss/Accommodation.html>).” If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible

conflicts to the instructor's attention as soon as possible. "Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, 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 (Harwood 2003)."

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. Without such a note any absence from section or missed exams will count against you.

- **Plagiarism**

Please familiarize yourself with the description in the undergraduate bulletin http://www.albany.edu/undergraduate_bulletin/2003-2004/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 <http://library.albany.edu/infolit/plagiarism1> All papers will be judged with the knowledge that you have taken the online tutorial. **NOTE – ALL PAPERS MUST BE SUBMITTED TO SAFE ASSIGN as well as to pos102@gmail.com.**

- **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 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.

- **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 TA's 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 TA's 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

NOTE THE ASSIGNMENTS ARE FRONTLOADED SO THAT YOU WILL BE ABLE TO DEVOTE AS MUCH TIME AS POSSIBLE TO THE FINAL HYPOTHESIS PAPER (WHICH IS WORTH THREE TIMES AS MUCH AS THE FIRST PAPER). THIS MEANS THAT YOU WILL HAVE A LOT OF WORK TO DO QUICKLY BUT IT WILL BE AT THE BEGINNING OF THE SEMESTER GIVING YOU TIME TO WORK ON THE FINAL PAPER.

- **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. **The top 80% of quizzes will be included and will be averaged and then normalized to 200.** 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

Short papers provide 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. Descriptions of the paper assignments are at the end of the syllabus. .

NOTE

1. SOFT COPIES OF ALL PAPERS NEED TO BE UPLOADED TO SAFE ASSIGN ON BLACKBOARD BY Friday at 8 am for the short papers (or Thursday at 8am for the hypothesis paper) THE WEEK THE PAPER IS DUE.
2. IN ADDITION YOU MUST EMAIL A COPY TO pos102@gmail.com. TO GET CREDIT FOR THIS YOU MUST PUT THE FOLLOWING INTO THE TITLE OF THE EMAIL:
 - a. POS102 FALL 2014
 - b. YOUR NAME YOUR TA'S LAST NAME
 - c. THE ASSIGNMENT CODE FOR THAT ASSIGNMENT (FOR THE FIRST ASSIGNMENT PUT IN P1 FOR THE FIRST PAPER, P2 FOR THE SECOND PAPER AND P3 FOR THE THIRD PAPER.)
 - d. for example: POS 102 FALL 2014 Lisa Smith TA: **Jadoon** P1
3. FINALLY ALL PAPERS NEED TO BE TURNED IN THE DAY THEY ARE DUE DURING SECTION AT THE BEGINNING OF CLASS IN HARD COPY.

Short Paper Question: Paper 1: What theory best explains the US IRAN NUCLEAR AGREEMENT?

More details are provided at the end of the syllabus and will also be provided during your weekly sections.

• Participation

Attendance, reading, active participation – see attendance section above

• 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. **The hypothesis paper will be due** December 8 on the last day of class and should also be emailed to pos102@gmail.com .

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.

• 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** Friday Dec. 18th 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	Letter grade	Start of letter grade range	grade	Start of letter grade range	grade
0	F	70	C-	83	B
60	D-	73	C	87	B+
63	D	77	C+	90	A-
67	D+	80	B-	93	A

Grading Breakdown- Out of 1000 points

1. Midterm October 15 th	100
2. Final exam Friday Dec. 18th 8:00am – 10:00am	200
3. Participation – attendance, reading, active participation	100
4. Short Paper:1 Friday September 18 th in section	100
5. Final Hypothesis analysis paper December 8 th last day of class in class For this assignment you will be graded on the finished product but also interim assignments which will be graded on a plus or minus system (they will account in total for 100 points of the final grade and the primary focus will be on your learning the process and the effort you are putting in. The elements of the preparation are: a. abstract blitz October 9 th b. 1 page paper prospectus November 6 th	300
6. Quizzes 6 -20 quizzes unannounced	200

Library Tutorials: In addition to the graded assignments there are two other (in addition to the tutorials listed under reading for Thursday September 3) library tutorials that you need to complete. You do not get a grade for completing them but completing them by the date cited is a requirement of the class. When we grade papers we will assume you have taken these tutorials by October 8th. The tutorials are:

Website Evaluation <http://library.albany.edu/usered/webeval/index.html>

Using Library Catalogs <http://library.albany.edu/usered/tut/index.html>

Course Materials

Reading

All reading or media is either in the books, on blackboard 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 6rd edition *Essentials of International Relations*, W.W. Norton
A useful review tool (especially for quizzes) can be found at <http://www.wwnorton.com/college/polisci/essentials-of-international-relations5/>
- Timothy C. Lim **Doing Comparative Politics: An Introduction to Approaches And Issues second edition** Lynne Rienner Publishers 1588263452
- Videos made for the course can be found here <https://www.youtube.com/user/POS102GLOBAL/videos> and here <https://www.youtube.com/channel/UCmIASzMIPn039-yNUvFKnSw/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 reading are on Blackboard which can be accessed here:

<https://blackboard.albany.edu/>

There you will see in the syllabus that several times in the section reading it says

• Flipped Assignments

In addition to several videos we will ask you to watch, 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 will be on blackboard or youtube and your TA will share the urls with you when it is time. You can see the relevant sections in the syllabus where it says **FLIPPED**

Note: students without PowerPoint can download a free PowerPoint viewer from Microsoft here

<http://www.microsoft.com/downloads/details.aspx?FamilyID=428d5727-43ab-4f24-90b7-a94784af71a4&displaylang=en>

You will need to use either excel or some spreadsheet software in this class. If you do not have excel on your computer you can use a computer in the computer lab or come talk to use 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 BLACKBOARD

Schedule

Date	Lecture	Section on Friday of each week
1. Thursday Aug 27	Introduction and review of Syllabus & the Hobbes Game READ Syllabus	A. Introduction & Expectations READ • Syllabus
2. Tuesday Sept 1	Introduction READ • Mingst Chapter 1 Approaches to International Relations • Mingst Chapter 2. The Historical Context of Contemporary International Relations	B. FLIPPED- How to Read • Read " how to read " • Do this plagiarism training • Do this Working With Scholarly Articles To read IN CLASS " Nature of the Beast "
3. Thursday Sept 3	IR theories READ Mingst -Chapter 3: Contending Perspectives: How To Think About International Relations	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
4. Tuesday Sept 8 Sep 9 Last day to drop course without a "W"	FLIPPED – What theory best explains World War I and what theory best explains the Iraq war READ • Carins "The Great War of 1918" in The Twentieth Century ? (if this were the question what would a good paper look like?) • Watch WW I part 1 & part 2 • Reread material in chapter 3 on Iraq war 74-78 and 100-101 and 104 In class assignment Applying theory • Bring laptops or print out WWI	C. Review of IR Theories • Paper 1 Q&A session

	<ul style="list-style-type: none"> • <u>Flipped in class assignment to use in class</u> 	
5. Thursday Sept 10	The international system READ <ul style="list-style-type: none"> • Mingst -Chapter 4: The International System 	
Tuesday Sept 15 no class		
6. Thursday Sept 17	The State and the Individual in IR READ <ul style="list-style-type: none"> • Mingst -Chapter 5: The State. • Mingst -Chapter 6: The Individual only till page 190 	<p>D. Identifying a research topic and an abstract blitz and summarizing the literature *bring your laptops</p> <p>1. READ: How to do a mini literature review (MIT ocw) on blackboard</p> <p>2. FLIPPED At home: WATCH: identifying a research topic and abstract blitz</p> <p>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.</p> <p>In class assignment Abstract Blitz <u>Bring laptops or print out abstract blitz template to use in class</u></p> <ul style="list-style-type: none"> • This must be researched and completed in class and submitted to your TA. • Due library catalog tutorial
7. Tuesday Sept 22	Post Modern Feminism, Western Perspectives and Catch up on other theories READ <ul style="list-style-type: none"> • Carol Cohn • Towards Non-Western Histories in International Relations Textbooks 	<p>E. First paper DUE – What theory best explains US-IRAN nuclear deal?</p> <p>Resources:</p> <ol style="list-style-type: none"> 1 How the Iran nuclear deal works, explained in 3 minutes 2. The Iranian Nuclear Deal: What the experts are Saying 3. Nuclear Iran: Hiyatollah! 4. The case for & against the Iran nuclear Deal
Thursday Sept 24 no class		
8. Tuesday Sept 29	Introduction to Comparative Politics READ <ul style="list-style-type: none"> • Lim Chp. 1 Doing Comparative Politics and an introduction to methods 	<p>F. <u>FLIPPED Introduction to methods</u></p> <ul style="list-style-type: none"> • Watch intro to methods part 1 & part 2 • Read John Stossel's 'Stupid in America' or watch • Then read:
9. Thursday Oct 1	Learning to Compare READ	

	<ul style="list-style-type: none"> • Lim Chp. 2 Comparing to Learn, Learning to Compare • Do web evaluation tutorial 	<ul style="list-style-type: none"> ○ Is John Stossel Stupid ○ Understanding Political Science <p>In class assignment Research Design <u>Bring laptops or print out Basic Research Design assignment to use in class</u></p>
10. Tuesday Oct 6	<p>Theories of Comparative Politics READ</p> <ul style="list-style-type: none"> • Lim Chp. 3 Thinking Theoretically in Comparative Politics • Why Americans are the Weirdest People in the world 	G. Midterm Prep <ul style="list-style-type: none"> • DUE: Abstract blitz • Midterm Prep
11. Thursday Oct 8	<p>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</p> <ul style="list-style-type: none"> • Keegan • Diamond 	
12. Tuesday Oct 13	<p>Doing actual analysis – bring your laptops</p> <p><u>FLIPPED</u></p> <ul style="list-style-type: none"> • <u>Using excel to do analysis</u> <p><i>Note: Complete Flipped exercise at home</i></p> <p>WATCH</p> <ul style="list-style-type: none"> • Doing quant analysis 1 & 2 & 3 • Download The QoG Cross-Section Data from blackboard <p>READ</p> <ul style="list-style-type: none"> • 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 	<p>H. Doing actual analysis</p> <p><i>*BRING YOUR LAPTOPS</i></p>
13. Thursday Oct 15	MIDTERM	
14. Tuesday Oct 20	<p>Defining democracy & why democracy</p> <p>READ</p> <ul style="list-style-type: none"> • A Complete Data Set of Political Regimes p 1-16 	I. Simulation prep Ancaram Civil War Simulation
15. Thursday Oct 22	<p>Why democracy – a closer look</p> <p>READ</p> <ul style="list-style-type: none"> • The Impact of Economic Development on Democracy • Dictatorship, Democracy and development Olsen 	

16. Tuesday Oct 27	War READ • Mingst -Chapter 8: War And Strife	J. Simulation
17. Thursday Oct 29	Gendered Conflict and hypothesis testing READ • Caprioli • Women Are from Mars Too	
18. Tuesday Nov 3	Social Movements READ • Lim Chp. 8 What Makes a Social Movement: WATCH Also watch (section 1,2,3, & 6) also look here	K. Simulation DUE: One page prospectus due
19. Thursday Nov 5 Nov 9 Last day for students to drop - "W"	Revolution READ • LEON ARON • Theda Skokpol	
20. Tuesday Nov 10	Ethnopolitical Organizational behavior in comparative perspective READ • Ethnic conflict: An organizational Perspective • Politics, Economics and Radicalization	L. End of simulation and discussion of theories applicable to simulation
21. Thursday Nov 12	Ethnic Partition READ • "Possible and Impossible Solutions to Ethnic Civil Wars." • Troubled History of Partition."	
22. Tuesday Nov 17	International Organizations READ • Chap. 7 Mingst International Organizations	M. Discussion of one page prospectus/Hypothesis paper
23. Thursday Nov 19	Human Rights READ • Mingst -Chapter 10: Human Rights • A People on the Brink	
24. Tuesday Nov 24	IR perspective: Political Economy READ • Chapter 9: International Political Economy	No Section
Thursday Nov 26 no class		
25. Tuesday Dec 1	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	N. Prep for final of Class
26. Thursday Dec 3	TO BE ANNOUNCED	
27. Tuesday Dec 8	Summary of Class- turn in hypothesis paper	No Section

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FINAL EXAM 102 T TH 10:15am Friday Dec. 18th 8:00am – 10:00am

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 the US IRAN NUCLEAR AGREEMENT?

Format Typed, double spaced

Your first paper should apply the international relations theory you think best explains the Nuclear agreement. The key effort here is the systematic application of theory to empirical evidence – in this case Nuclear agreement. You have plenty of empirical evidence about the deal in the supplemental reading listed in the section readings of September 18th. 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 the US-Iran Nuclear Agreement of April 2015?

Below is 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. Please use the APA style for citations
 - <http://library.albany.edu/usered/cite/index.html>
 - **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, Safe Assign, 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 (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://lifelhacker.com/202418/geek-to-live--take-study+worthy-lecture-notes>

<http://lifelhacker.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://lifelhacker.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

Summary chart DVs- (put URL as footnote)

DV	Temporal scope	Geographic scope (# of countries)	Articles using database	Notes issues, advantages problems
Cingirelli (year) ¹				

Summary chart IVs

IV	Positive	Negative	No relationship
Democracy	Author1 (year) <ul style="list-style-type: none"> one sentence summary Author2 (year) <ul style="list-style-type: none"> one sentence summary Etc.	Author3 (year) <ul style="list-style-type: none"> one sentence summary Author4 (year) <ul style="list-style-type: none"> one sentence summary Etc.	Author5 (year) <ul style="list-style-type: none"> one sentence summary Author6 (year) <ul style="list-style-type: none"> one sentence summary Etc.
Civil law			

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
								•

PAPER GRADING STANDARDS

The "A" Paper	The "B" Paper	The "C" Paper	The "D" Paper	The "F" Paper

¹ url

<p>Thesis Development and Introductions of Theories</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.</p>
<p>Coherence</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>No appreciable organization; lacks transitions and coherence.</p>
<p>Analysis and Support</p>	<p>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</p>	<p>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.</p>	<p>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</p>	<p>Depends on clichés or over generations for support, or offers little evidence of any kind. May be personal narrative or summary rather than analysis.</p>	<p>Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.</p>

		Examples bear some relevance	evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.		
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.