

RPOS102M Comparative and International Politics

Fall 2011 TTH 08:45 AM-10:05 AM LC0018

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Office Hours:

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Sections	8253 TH 1:40-2:35 LC0011 8254 TH 2:45-3:40 SS0133 8255 TH 3:50-4:45 BA0210	F 1:40-2:35 HU0027 F 2:45-3:40 BA0210 F 3:50-4:45 BA0209	8262 TH 1:40-2:35 ED0021 8263 TH 2:45-3:40 BA0210 8264 TH 3:50-4:45 ES0144

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 explains 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 helping 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 Global and Cross-Cultural Studies Courses http://www.albany.edu/gened/ch_global.shtml

1. an understanding of the impact (e.g. economic, political, historical, cultural) of nations, regions, and cultures upon other nations, regions, and cultures
2. an understanding of the reciprocal interactions between individuals and global systems
3. an ability to see cultural groups from their own points of view
4. an ability to use the analytic tools of a specific discipline to engage in comparative analyses of cultures, nations, and regions

Ground Rules This class is challenging and it is important that it remain 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 need 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 second 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 with the suggestion that you be expelled from the university.** 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/usered/plagiarism/index.html> All papers will be judged with the knowledge that you have taken the online tutorial. **NOTE – ALL PAPERS MUST BE SUBMITTED TO SAFE ASSIGN.**

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 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

6-10 quizzes 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 5 quizzes 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.

Short Papers 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. Each paper should be 5 pages long. All material should be cited. All assignments are posted at the bottom of this syllabus.

NOTE –

1. SOFT COPIES OF ALL PAPERS NEED TO BE UPLOADED TO SAFE ASSIGN ON BLACKBOARD 8 BY WEDNESDAY AT FIVE PM (or Tuesday 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 2011
 - 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 2011 Lisa Smith She 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.

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 5-6 typed pages long. **The hypothesis paper will be due** December 6 Tuesday in class.

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 9-Dec 3:30pm – 5:30pm

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 Mingst (see above)
- Look over your quizzes
- Make sure you understand the basics of the different theoretical perspectives

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

Grades Out of 1000 points

1. Midterm 10/11	200
2. Final Friday 9 December 9th 330-530	200
3. Participation – attendance, reading, active participation	100
4. Short Paper:1 Wednesday 9/21	100
5. Short Paper: 2 Wednesday 11/2	100
6. Hypothesis analysis paper Tuesday 12/6	100
7. Quizzes 6 -10 quizzes unannounced	200

Library Tutorials: In addition to the graded assignments there are three 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. These tutorials are:
Plagiarism <http://library.albany.edu/usered/plagiarism/index.html> Completion date: **Friday, September 17**
Website Evaluation <http://library.albany.edu/usered/webeval/index.html> Completion date: **Friday, October 15**
Using Library Catalogs <http://library.albany.edu/usered/tut/index.html> Completion date: **Friday, October 29**

Reading : All reading is either in the books, on blackboard 8 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 2 online documentaries from the frontline website.

Books

- Mingst, Karen.. 5rd edition *Essentials of International Relations*, W.W. Norton
 A useful review tool (especially for quizzes) can be found at <http://www.wwnorton.com/web/ir/>
- Timothy C. Lim **Doing Comparative Politics: An Introduction to Approaches And Issues second edition**
 Lynne Rienner Publishers 1588263452
- 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 free. 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/>

All other reading are on Blackboard 8 which can be accessed here:

<http://bls.its.albany.edu/webct/entryPageIns.dowebct>

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>

Date	Lecture Reading & Assignments	TA Section readings and assignments
1. 8/30 Tuesday	Introduction and review of Syllabus	Introduction & Expectations and explanation of first writing assignment
2. 9/1 Thursday	Mingst -Chapter 1: Approaches To International Relations Mingst -Chapter 2: The Historical Context Of Contemporary International Relations	http://pne.people.si.umich.edu/PDF/howtoread.pdf http://library.albany.edu/usered/plagiarism/index.html (you need to do this short course before you turn in your first paper)
3. 9/6 Tuesday	Mingst -Chapter 3: Contending Perspectives: How To Think About International Relations	Lords of War Simulation
4. 9/8 Thursday	Mingst -Chapter 4: The International System 9/12 last day to drop w/o w	
5. 9/13 Tuesday	Mingst -Chapter 5: The State	Why Iraq War of 2003? (if this was the first paper what would be a good one?)
6. 9/15 Thursday	Mingst -Chapter 6: The Individual	Snyder, Jack. 2004. One World, Rival Theories. In Foreign Policy:.

7. 9/20 Tuesday	Mingst -Chapter 8: War And Strife Read also battalion Paper 1- Apply Theory to WW I due Wednesday 5pm 9/19	Why world war 1 Carins “The Great War of 1918” in The Twentieth Century http://www.firstworldwar.com/origins/causes.htm http://en.wikipedia.org/wiki/Causes_of_World_War_I
8. 9/22 Thursday	Mingst -Chapter 7: International Organizations, Nongovernmental Organizations	Paper 1- Apply Theory
9. 9/27 Tuesday	Carol Cohn “Sex and Death in the Rational World of Defense Intellectuals “ Signs Vol. 12, No. 4, Within and Without: Women, Gender, and Theory (Summer, 1987), pp. 687-718	
9/29 Thursday	No class	
10. 10/4 Tuesday	Lim Chp. 1 Doing Comparative Politics and an introduction to methods	Prep for Midterm (note students from F 2:45-3:40 BA0210 F 3:50-4:45 BA0209 should go to any other section of their choosing since classes suspended at 2:35)
11. 10/6 Thursday	Lim Chp. 2 Comparing to Learn, Learning to Compare: An Introduction to Comparative Methods	
12. 10/11 Tuesday	Midterm- covering until end of 9/27	How To Compare? Examples and an assignment for the end of the semester - Hypothesis analysis paper View and here Good Writing in Political Science: An Undergraduate Student's Short Illustrated Primer
13. 10/13 Thursday	Lim Chp. 3 Thinking Theoretically in Comparative Politics: An Introduction.	
14. 10/18 Tuesday	Structure, Culture or Rational Actor – and the Comparative Politics Game Show Section from Collapse, Jared Diamond Section from a History of Warfare, Keegan John	Discuss Culture or Structure or Rational Actor debate – watch
15. 10/20 Thursday	Lim Chp. 4 Why Are Poor Countries Poor? Explaining Economic Underdevelopment Hausmann, Ricardo. 2001. Prisoners Of Geography. (Cover Story). Foreign Policy (122):44.	
10/25 Tuesday	Hypothesis paper Discussion Caprioli, Mary. 2000. Gendered Conflict. Journal Of Peace Research 37 (1):51.	Discussion of TA research and discussion of hypothesis paper Gilpin
10/27 Thursday	Examples of research: Terrorist Lethality Asal and Rethemeyer Terrorist Networks Asal Nussbaum and Harrington	
16. 11/1 Tuesday	Lim Chp. 6 What Makes a Democracy? Explaining Democratic Transition and the Breakdown of Authoritarian Rule Paper 2- Why the Arab Spring due WEDNESDAY 5pm 11/2	Why the Arab Spring (reading to be announced)
17. 11/3 Thursday	Olsen, Dictatorship, Democracy and development If you have laptops please bring them to class	
18. 11/8 Tuesday	S. Huntington, “The Clash Of Civilizations?” FOREIGN AFFAIRS, Summer 1993, Pp. 22-49 Ajami, Fouad The Summoning , By:, Foreign Affairs, 00157120, Sep/Oct93, Vol. 72, Issue 4	Preparation for Dacia Simulation Read Material on Dacia Simulation at http://www.ndsu.edu/pubweb/~ambrosio/dacia/ Read extra material for our version at end of syllabus- do not follow assignment as listed on the web page
19. 11/10 Thursday	Huntington, Samuel P. 2004. Hispanic Challenge. <i>Foreign Policy</i> (141):30-45. Citrin, et al Testing Huntington: Is Hispanic Immigration a Threat to American Identity?	
20. 11/15 Tuesday	Lim Chp. 8 What Makes a Social Movement: Understanding the Rise and Success of Social Movements. Also watch (section 1,2,3, and section 6) also look here	Dacia Simulation
21. 11/17 Thursday	Why Revolutions LEON ARON Theda Skokpol	

22. 11/22 Tuesday	Kaufmann, C. 1996. "Possible and Impossible Solutions to Ethnic Civil Wars." <i>International Security</i> 20 (4):136-75 Kumar, R. 1997. "The Troubled History of Partition." <i>Foreign Affairs</i> 76 (1):22-34	No section
23. No class 11/24 Thursda y	No class	
24. 11/29 Tuesday	Mingst -Chapter 9: International Political Economy	Dacia Simulation
25. 12/1 Thursday	Mingst -Chapter 10: Globalizing Issues Hypothesis paper due Monday 5 pm 12/5	
26. 12/6 Tuesday	Discussion of Dacia Simulation and summary of class	No Section - meeting for prepping for final to be announced

Dacia Simulation

Team role sheets can be found at - <http://www.ndsu.edu/pubweb/~ambrosio/dacia/daciaassignment.html>- do not follow assignment as listed on the web page but instructions here

Rules

Read the simulation narratives paying particular attention to your team sheet. Also take a look at the Examples of Preambles in Ethnically-Divided States

- 1) The goal of the simulation for each group is to try and achieve a constitution that suits your group.
- 2) Before your section next week (sections the week of October 18th):
 - a. Identify the 2-5 key issues that your team would like to achieve in the creation of the new Dacia constitution.
 - b. Identify which groups are likely to be key allies and which are likely to opponents.
 - c. Possible issues include:
 - i. What kind of democracy should the country be (ex. socialist or liberal)?
 - ii. Should there be an official language or languages?
 - iii. Official religion? If so, what type?
 - iv. Form of state? Unitary? Autonomy (territorial)
 - v. Should Dacia be a presidential or a parliamentary system? How should the legislature be designed?
- 3) In Section
 - a. Develop a priority list of what your team is trying to accomplish.
 - b. Two people should be chosen as spokespeople. Decisions for each group though will be made through consensus.
 - c. For each issue identify 2-4 possible outcomes –and order each outcome from least favorite to most favorite.
 - i. Make sure someone takes notes and email the priority list to your TA. When we play the simulation in class the TA will print out your priority list to have guidelines for negotiations.
- 4) Class
 - a. In the first class each group's spokespeople will need to give a five minute presentation about the interests of your group and what you think should be in the constitution.
 - b. After this, negotiations will begin and periodically parties will be asked if there is a constitution that is ready for adoption which will then be voted on.
 - i. Each student represents 10,000 Dacians and will be able to vote for or against the constitution.
 - c. Students can change parties or form new parties as long as they remain true to what they believe is the basic interest of their constituency.
 - d. Students should feel free to adopt whatever view they want on any issue not in their role sheet.
 - e. Students can conduct protests, use violence or assassinations after getting approval from the professor.

In addition to the constitution, the group as a whole needs to decide how revenue generated from the huge oil reserves just discovered in the Anarti dominated area of the Sylvania Basin will be controlled – by the state, by the provinces where it is located or by some other arrangements.

Extra credit: At the end of the simulation all the teams will vote on the most effective team. All members of that team will receive a 10 point bonus. In addition each team will vote for the most effective person on their team – that person will receive a 10 point bonus. Finally if a constitution is actually voted on and approved by a majority of participants, the team that achieves most of its goals will receive 20 points bonus for each of its players .

Note: If requested assassinations may be permitted.

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

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						

FIRST WRITTEN ASSIGNMENT

Paper 1: Why did World War I start? **Format** Typed, double spaced

Your first paper should apply the international relations theory you think best explains World War I. The key effort here is the systematic application of theory to empirical evidence – in this case the first World War. You have plenty of empirical evidence about the war in the supplemental reading . You need to focus on one particular theory and cover it more in detail. REMEMBER THIS IS AN ANALYTICAL PAPER NOT A NORMATIVE ONE. The question you need to answer is:

Which theory best explains the outbreak of World War I?

To answer the question you need to systematically apply the theory to the case World War I and then address why other theories do not do as good a job. Below I give you an outline for doing this.

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

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

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

- While this is not an English paper you are expected to spell check and meet minimal grammatical standards. 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

SECOND WRITTEN ASSIGNMENT

Paper 1: Why did the Arab Spring revolutions happen in 2011? **Format** Typed, double spaced

Your second paper should apply the comparative politics theory you think best explains did the Arab Spring revolutions. 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 outbreak of the Arab Spring revolutions?

This paper should be exactly the same in format as the first except that you should examine the Arab Spring Revolutions in the context of comparative politics theories.

HYPOTHESIS PAPER ASSIGNMENT

Format: 4 – 6 pages, typed, double spaced

Choice of two approaches

- Quantitative comparison –look at two variables in at least 60 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 two 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?

Useful for writing papers

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

<http://lifehacker.com/202418/geek-to-live--take-study+worthy-lecture-notes>

<http://lifehacker.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://lifehacker.com/399556/five-best-note+taking-tools>

time management

<http://www.usnews.com/blogs/professors-guide/2009/10/14/top-12-time-management-tips.html>

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

			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 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.