



Above: Temple of Olympian Zeus, Athens, Greece (Tan, 2002)

**PLS 401:**  
**Senior Seminar**  
**Professor: Paige Johnson Tan, Ph.D.**

Course Day and Time: Tuesday/Thursday 12:30-1:45pm

Location: DO 132

Online Syllabus: <http://people.uncw.edu/tanp/PLS401.pdf>

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Web: <http://people.uncw.edu/tanp>

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Office hours: T/R 9:30am to 10:45am and by appointment

*Course Description from the Catalogue:*

PLS 401: Senior standing and 30 hours in political science including PLS 101, PLS 201, PLS 212, PLS 220, and PLS 230. Capstone course that integrates knowledge from the major subfields in political science through examination of the discipline's relationship to careers and citizenship.

*Course Introduction:*

PLS 401 is intended to be the capstone learning experience for political science majors at the University of North Carolina Wilmington. The course consists of three main parts:

**Mastery of Political Science at an Undergraduate Level:**

- Students will demonstrate their mastery of the field of political science at an undergraduate level by teaching or team-teaching a class session.
- Students will write three literature reviews on questions related to the Political Science sub-fields highlighted in the course.
- Students will master the semester's information and complete a final exam, testing their knowledge of the field of political science through short-answer and essay questions.

**Careers:**

Students will prepare themselves for future careers or graduate school through:

- Preparation of/improvement of their resumes.
- Conducting a mock job interview.
- Preparing a potential cover letter for employers or a personal statement for graduate school.
- Learning about potential careers for political science graduates.

## **Citizenship/Engagement:**

Students will use their interests in political science to decide upon an individual citizenship or engagement project. Students will report thoughtfully to the class (both orally and in writing) on their activities.

**Photo: United Nations headquarters (Wikipedia)**

### *Student Learning Outcomes:*

By the end of this course:

#### **Capstone: Student Learning Outcomes**

- 1) Students will demonstrate foundational knowledge in political science by analysis of concepts in the major theoretical sub-fields of American Politics, Political Theory, Comparative Politics, and International Relations.
- 2) Students will find and apply information using academic and technological skills.
- 3) Students will exhibit meaningful ideas in writing.

#### **Writing Intensive: Student Learning Outcomes**

- 1) Students will locate appropriate academic (peer-reviewed) sources related to a research question and compile an integrated and critical review of the literature on their question.
- 2) Students will evaluate and use evidence to build their arguments regarding a research question in political science.
- 3) Students will demonstrate understanding of the proper citation of the ideas and words of others in their written work.
- 4) Students will demonstrate the ability to express critical thought through their writing, based on the methods of political science.
- 5) Students will demonstrate an ability to evaluate the literature of the sub-fields of political science using appropriate methods.

#### *Course Readings and Materials:*

Goodin, Robert E, ed. 2009. *The Oxford Handbook of Political Science*. Oxford: Oxford University Press.

Additional readings available via Blackboard reserve or online, as assigned in the course syllabus.



**Photo: US Capitol Building, Microsoft ClipArt**



Left: Congress Party election poster, Kerala, India (Tan, 2008)

Course Grade/Assignments:

The course grade will be determined in the following way:

- Class attendance/participation: 15%
- Resumé: 0% (included in class participation)
- Cover letter or personal statement for graduate school: 0% (included in class participation)
- InterviewStream interview: 0% (included in class participation)
- Three literature reviews: 3x15%=45%
- In-class presentation: 15%
- Citizenship project: 10%
- Final exam: 15%

**Class attendance/participation:** Students are required to attend class with a maximum of two absences for the semester. Successful class participation involves quality participation in class discussion: asking interesting questions, offering interesting observations from assigned or recommended readings, or the student’s own experience. Students will also be evaluated on the quality of their written feedback on fellow students’ in-class presentations (these will be anonymized before passing on to the speaker). Careful preparation of career assignments (below) including the resumé, interview, and cover letter/personal statement will also contribute to the class participation grade.

**Resumé:** The resumé should be a concise statement of your knowledge, skills, and abilities, one-to-two pages **geared to obtaining a professional position** (so your old resumé for Redix won’t cut it). Follow instructions given in class.

**Cover letter or personal statement for a graduate school application:** Create a cover letter (if you plan to look for a job after UNCW) or a personal statement (if your ambition is graduate school). Follow instructions given in class. Please note these common issues with the cover letter: Dear Ms. Jobgiver: (colon); create a personal letterhead with a striking font of your name, address, phone, and e-mail address (striking, not freaky); resumé (insert symbol, accent e); under recipient’s address, before salutation, use **Re: Legislative Intern Position**.

**InterviewStream:** Students will be given guidelines in class about interviewing. Students will then go online or to the Career Center to access InterviewStream to conduct a mock interview. See <http://www.uncw.edu/stuaff/career/InterviewStream.htm> for instructions as to how to access InterviewStream. InterviewStream will give you a chance to send your interview to someone. You MUST send the interview to Dr. Tan ([tanp@uncw.edu](mailto:tanp@uncw.edu)) in order to receive feedback on your interview.

**In-class presentation on assigned topic:** Students will be assigned a topic on which they will present during the semester. The presentation should demonstrate the student’s mastery of political science and their topic. It **should be a comprehensive and critical overview of the political science literature on the assigned topic**, and it should attempt to integrate the student’s topic with the overall field of political science (including the contemporary scholarly literature), including other topics covered in our PLS 401 review. Case studies and illustrations from contemporary politics should be used to bring the topic to life for classmates. Consider coordinating with other students presenting on your day or in your subfield. An outline slide at the beginning, perhaps highlighting a theme of the presentation, would help to tie material together for your listeners.

The presentation is expected to be professional (including PowerPoint and business dress) and evidence critical thinking (not just regurgitating readings). The presentation should use relevant course materials (all readings for the day) AND seek quality outside sources, including scholarly journal articles. Tip: following citations and bibliographic references in

required and recommended readings is a better way to find onward sources than a Google search. How much information to include on the PowerPoint is a vexing issue. You don't want to have so much information that the slides are visually overwhelming and intellectually exhausting. However, you don't want to have too little information because your slides will serve as a study device for your classmates. The happy medium is probably spare slides but with extensive notes in the notes "pane."

Presenters should be prepared to lead a discussion on their subject at the conclusion of the formal presentation, developing discussion questions and facilitating class consideration of important issues. Note that you should have a quality answer to your discussion question prepared in advance.

Note that there is a need for a balance in the presentation between teaching an overview of the topic area and the need to press on to a higher-level discussion based on current debates in the scholarly literature. Aim to find the right balance.

Students must discuss their plan for tackling the presentation with the instructor at the latest by the week before the presentation. The further developed student ideas are, the more detailed and helpful instructor feedback can be. PowerPoints must be submitted to the instructor by e-mail by Monday morning 9:00am on the week of the

presentation. **NO LATE WORK!** Remember to include your sources at the end of your PowerPoint. Follow the Writing Well Handout in terms of presentation of your sources (websites alone will not do! If I see Wikipedia, I'll scream). Also, include two potential essay questions related to your topic (the best ones will link your topic to other topics of study).

Presentations should be 20 minutes long, including at least five minutes for substantive discussion.

Presenters will receive feedback from the instructor as well as from fellow students. Presentations will be evaluated on the following criteria: See <http://people.uncw.edu/tanp/PresFeedback401.pdf>.

Please see my [Course/Student Resources](#) website for [a guide to presentations](#). Be aware! The number one presentation sin is to waste your classmates' time. The number one presentation virtue is to teach me something interesting. Practice your presentation before you give it to the class. It will make a tremendous difference in your performance.

**Three literature reviews:** Students will submit three literature reviews choosing from among the course's four main areas of focus: political theory, American politics, comparative politics, and international relations. The literature review will involve the student developing a research question in the subfield and searching the works of authorities on the subject (books and journal articles mostly) to see how the literature impacts finding an answer to their proposed question. The literature review should first summarize the relevant literature, including theories and methods. Note that you should approach the literature critically. An excellent basic guide to writing literature reviews can be found at <http://www.canberra.edu.au/studyskills/writing/literature>. There is not an absolute page requirement on the literature review. Ten-to-twelve pages can serve as a guideline.

*Your literature review must be submitted by the time class begins on the date it is due by e-mail to [tanp@uncw.edu](mailto:tanp@uncw.edu) as well as with a hard copy brought to class.* The subject line of your e-mail should say, for example, "PLS 401 Senior Seminar Literature Review Political Theory" or "PLS 401 Senior Seminar Literature Review Comparative Politics," or

whatever subfield you are working on. **NO LATE WORK!**

**As a tip to produce a top-quality literature review, I suggest you read top-quality literature reviews in a journal you are familiar with. Each article in a peer-reviewed political science journal will have a literature review placing the paper's question in the context of the debates in the field.**

In all their written work for this class, students should refer to the APSA Style Manual (available via Blackboard) and the [Writing Well Handout](#).

**Take advantage of me! Students are encouraged to meet with the instructor about their writing. They are encouraged to write and re-write their assignments, achieving final submission by the date due on the syllabus.**

**Citizenship/Engagement Project:** Students will use their interests in political science to decide upon a citizenship or engagement project that will involve participation in the public sphere in some way.

This could include volunteering for a political campaign, attempting to influence public policy (you could publish an op-ed piece in a major media outlet), forming an interest group, passing a law, planning a major event for Political Science majors or campus on a political topic, or changing a policy at UNCW that irks you. Sample organizations students could get involved with include:

- College Democrats
- College Republicans
- Libertarians
- Local or national political campaigns
- ONE (anti-poverty)
- Amnesty International (human rights)
- Stop Titan

This assignment requires you to interact in some way with the real world of politics. This can be done locally or it can be done nationally using social media or other technology. Model United Nations, or another simulated political activity, won't count. During the semester, you will be called upon to turn in short write-ups on your activities. At the end of the semester, you will have to submit a final report about your experiences which includes a reflection on how your engagement relates to the study of political science (keeping a journal as you go will help you greatly). We will try to share our experiences in class as well.

Students will put varying degrees of effort into this assignment. This will be reflected in project grades. An "A" grade will involve extensive, active participation in the engagement activity as well as thoughtful self-reflection and insightful critical application of concepts from political science. A "B" grade will involve good participation as well as solid reflection and critical thought. A "C" grade will involve passable performance in participation, reflection, and critical thinking. A "D" grade will involve weak participation, limited self-reflection, and poor critical application of political science concepts. A failing grade will be given for non-participation/non-submission of the assignment.



**The Standing Committee of the Politburo, Chinese Communist Party, Beijing, 2007 (*People's Daily*)**

**Final examination:** The final exam will have both short-answer and essay questions. It will be held May 3<sup>rd</sup> 11:30am-2:30pm.

**Course Policies**

*Academic Honesty*

This instructor believes academic honesty is the foundation of the entire enterprise of a university. Only in an environment of honesty can genuine learning occur and good citizenship be fostered. For further information, students should consult the online UNCW Honor Code at [http://www.uncw.edu/policies/documents/03\\_100FINALHONORCODE\\_Aug2009.pdf](http://www.uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf). Students should also feel free to ask the instructor any questions they may have about academic honesty. Because academic honesty is treated as a serious matter, the course policy is one of zero tolerance for academic DIShonesty.

The core principle of the Academic Honor Code is that *student work represents the original work of the student*. For this reason, plagiarism, using the work of another without proper citation, and cheating, the unauthorized use of information during an examination, are prohibited.

The Academic Honor Code works for both students and teachers. Students can expect that the instructor will treat them in a fair, honest, and impartial manner. The instructor also expects students to deal with her and with one another honestly. Plagiarism and cheating are violations of academic honesty because they steal from the original creator of the work. In addition, they violate the relationship of honesty between student and teacher as the student attempts to pass off work as his or her own which was produced by another. Further, plagiarism and cheating violate the bond of honesty among students themselves. Students who produce their assignments through long, hard work are being violated by those taking a shortcut through the misappropriation of another's work or knowledge. Most sadly, students who violate academic honesty cheat themselves of the chance to learn.



**Rebel, Ai Weiwei, China**

**Please note two particular policies the instructor follows:**

- 1) Work for this course must be yours, and it must be original. If you wish to work on a project you have previously worked on for another class, you must add at least as much content as the assignment requires that is new and original for this class.
- 2) You may receive help on your written assignments (not tests) from your roommate, significant other, parents, the University Learning Center, or a passerby on the street. The process of reading and revising your work based on the comments of others is an important part of how we learn and improve.

### *Contacting the Instructor*

Students are encouraged to call or e-mail with questions, or stop by office hours (listed above). I endeavor to be available to assist you with your course work. It's my job. As a hint, e-mails are likely to guarantee a quicker response than phone messages. I am most happy to set up an appointment for a meeting in addition to those times listed as office hours. However, because I have a young child at home, students must understand that there are limits on my time. A note on courtesy: When students receive assistance through any one of these extra-class channels, they should be sure to thank the instructor for her time, thought, and effort. *This is an expected part of social etiquette.*

### *Late Papers*

#### **PLEASE PAY ATTENTION TO THIS POLICY!**

Students are encouraged to plan in advance to make time to complete assignments. Things come up during the semester; relatives require our attention, cars break down, and students get sick. Students should begin their assignments early enough to allow for these foreseeable and unforeseeable eventualities.

**The instructor does not wish to receive any late assignments during the semester. NO LATE WORK!**



Chateau, Amboise, France (Tan, 2001)

### *Extra Credit*

Students are invited to attend lectures, panels, and movies on campus that deal with political topics. Just check with the instructor beforehand as to whether you've picked an appropriate event. After the event, submit a two-page write-up that deals with your reactions to the presentation. How does it relate to the field of political science? How does it relate to other things you've studied at UNCW? Did you agree or disagree with the speaker/s argument? What did the presentation make you think about? This extra credit will be used toward class participation or in the calculation of final grades in borderline cases.



Uncle Sam

### *Tardiness*

Students are strongly encouraged to show respect for fellow students and the instructor by arriving for class on time. Late arrivals disturb fellow students and disrupt the learning process. It is better to come in late than not to come at all, but try to be respectful of classmates by making arrangements to be in class and in your seat at the start of class. Chronic tardiness will be taken into consideration in students' class participation grades.

### *Excused/Unexcused Absences*

This class has two allowed absences during the semester for any reason. In general, it does not matter whether an absence is excused or unexcused.

An excused absence still counts toward students' total of two absences; however, whether an absence is excused or not determines whether the instructor will allow a student to make up missed work (like a test or quiz). Please note that an excused absence is discussed with the professor IN ADVANCE of the class missed and is an absence for which documentation can be provided. All make-up work will be done at the instructor's convenience.

**Religious Observance Policy:** In accordance with NC SL 2010-211, you are entitled to two excused absences for religious observances **per academic year**. You must inform me in writing the first week of class if you will be missing any classes due to religious observance and using one of the two permissible absences for the academic year. In addition, please inform the Registrar the first week of class who will then confirm your intentions to miss class with the impacted course instructors. Any absence for religious purposes will be considered unexcused unless you submit the request in writing the first week to me and the Registrar.

### *Disabilities*

The instructor understands that some students may have need of accommodation (for example, extended testing time or a quiet testing locale) due to a disability. If you feel that you are in need of an accommodation, please contact Disability Services in Westside Hall to make the appropriate arrangements. The phone number is 910-962-7555.

### *Electronic Devices*

Students are permitted to use laptop computers during class to access PowerPoints, online notes, or to type their own course notes. **Laptops are not to be used for surfing the internet or checking e-mail. Students with computers MUST sit in the back of the classroom to avoid disturbing fellow students. During periods of class discussion, computers should be closed to ensure adequate attention and participation.** Obviously, when tests and quizzes are being administered, laptops are not permitted. Use of cellphones, including texting, is never permitted. **PLEASE NOTE: If students are found to be using electronic devices in a manner inconsistent with the professor's assessment of the best**

**environment for group learning, they may be penalized with a one-letter grade reduction in their class participation grade.**

## **Information Resources**

### **Databases, Books, Periodicals, and Scholarly Journals**

To find more information political science, you may consult the following library databases (accessible via the library homepage at <http://library.uncw.edu/>).

- CIAO
- EbscoHost
- JSTOR
- LexisNexis Academic
- Project MUSE
- Sage Journals
- WorldCat

**Qing Dynasty Vase, China**

Political Science journals with content relevant to our course include:

*American Political Science Review*  
*Asian Survey*  
*Contemporary Southeast Asia*  
*Foreign Affairs*  
*Foreign Policy*  
*International Organization*  
*International Security*  
*Journal of Conflict Resolution*  
*Journal of Democracy*

*Party Politics*  
*Perspectives on Politics*  
*PS Political Science and Politics*  
*Policy Review*  
*Political Science Quarterly*  
*Survival*  
*The Washington Quarterly*  
*Third World Quarterly*

Weblinks:

American Enterprise Institute <http://www.aei.org>  
American Political Science Association <http://www.apsanet.org>  
Brookings Institution <http://www.brookings.edu/>  
Cato Institute <http://www.cato.org>  
CIA World Factbook <https://www.cia.gov/library/publications/the-world-factbook/>  
Council on Foreign Relations <http://www.cfr.org>  
Center for Strategic and International Studies <http://www.csis.org>  
EU Observer <http://www.euobserver.com/>  
Foreign Affairs <http://www.foreignaffairs.com/>  
Foreign Policy <http://www.foreignpolicy.com/>  
Foreign Policy Association <http://www.fpa.org>  
Freedom House <http://www.freedomhouse.org/>  
Political Resources on the Net <http://www.politicalresources.net/>  
United Nations <http://www.un.org/en/>  
US Mission to the United Nations <http://www.un.int/usa/>  
US State Department <http://www.state.gov/>  
Washington Quarterly <http://www.twq.com/>  
World Bank <http://www.worldbank.org>

## Course Schedule

### Key to the readings in the course schedule.

- Readings for all students are purple.
- Readings especially for presenter 1 are orange.
- Readings especially for presenter 2 are light blue.
- Readings especially for presenter 3 are green.

Remark, too, that the name of the .pdf in Blackboard follows each reading in parentheses, such as "(401 Kant)," for example.



### 1 Jan 12 Course Introduction

- Introduce course and assignments.
- Professor/student introductions: describe yourself to someone who does not know you. You may include formative experiences, major(s), minor(s), clubs/organizations, and extra-curricular activities. Consider your relationship with politics (domestic and/or international). You should share at least one thing that will come as a surprise even to someone who knows you well. The whole introduction should form a one-minute oral "story of you."
- **Due: Requests for in-class presentation topics.**

### 2 Jan 17 The Field of Political Science

- **Reading: Goodin (our textbook), Ch. 1.**
- Lecture: Our Discipline
- Introduce citizenship/engagement project, literature review, in-class presentation.
- **[Assignment of in-class presentation topics.](#)**

### 3 Jan 19 Potential Careers, How to Job Search, Building You on Paper, Resumés, and Cover Letters/Personal Statements

- **Reading: Familiarize yourself with the resources available at the UNCW Career Center website <http://uncw.edu/career/>.**
- Presentation: Getting a Job/Getting into Graduate School
- **Note: Make an appointment to go over your resumé with a counselor at the Career Center before turning it in for our class. The Career Center is located in Fisher University Union 2035. To make an appointment, call 910-962-3174 or e-mail [careercenter@uncw.edu](mailto:careercenter@uncw.edu).**

### 4 Jan 24 Writing in Political Science

- **Reading: None for today.**
- Presentation on forming research questions and conducting literature reviews.
- Pointers on proper citation (APSA), the writing well handout, style guides, and finding data/conducting research
- Also, critical thinking in your student presentations.
- Activity: Proofreading exercise.



Afghan Man (World Bank)

**5 Jan 26 Documentary: *Without the King* (Swaziland)**

**Reading: None for today.**

**6 Jan 31 Documentary: Finish *Without the King*, “Who’s Afraid of Ai Weiwei?” (China)**

**Reading: None for today.**

**Get working on your presentations.**

**7 Feb 2 POLITICAL THEORY: Ancient**

**PRESENTERS: PT1) Thucydides, PT2) Plato, PT3) Aristotle**

**Reading for class: Goodin, Ch. 2; Losco, Joseph and Leonard Williams. 2003. *Political Theory: Classic and Contemporary Readings*. 2<sup>nd</sup> ed. Los Angeles: Roxbury (Volume I), 17-43 (401 Thucydides), 70-83 (401 Plato), and 112-122 (401 Aristotle).** Students: You will find these readings on Blackboard. The reading may be longer in Blackboard than what is listed above. The longer readings are there for the use of our presenters.

**Resources for presenters: Losco, Joseph and Leonard Williams. 2003. *Political Theory: Classic and Contemporary Readings*. 2<sup>nd</sup> ed. Los Angeles: Roxbury (Volume I), 9-57 (401 Thucydides); 58-103 (401 Plato); 104-140 (401 Aristotle).**

**Updates on citizenship/engagement activities.**

**Due: Resumé.**

**Due: Avenue of citizenship/engagement participation. One-page write-up on the organization you plan to work with and your plan to complete the assignment. Consider what types of activities you expect to engage in, what you might gain from the experience, and how your engagement activity is related to politics (or public/non-profit administration).**

**8 Feb 7 POLITICAL THEORY: Ancient**

**PRESENTERS: PT4) Cicero, PT5) Augustine, and PT6) Aquinas**

**Reading for class: Losco, Joseph and Leonard Williams. 2003. *Political Theory: Classic and Contemporary Readings*. 2<sup>nd</sup> ed. Los Angeles: Roxbury (Volume I), 149-163 (401 Cicero), 201-213 (401 Augustine), and 243-257 (401 Aquinas).**

**Resources for presenters: Losco, Joseph and Leonard Williams. 2003. *Political Theory: Classic and Contemporary Readings*. 2<sup>nd</sup> ed. Los Angeles: Roxbury (Volume I), 141-197 (401 Cicero); 198-238 (401 Augustine); 239-279 (401 Aquinas).**

**9 Feb 9 POLITICAL THEORY: Modern**

**PRESENTERS: PT7) Machiavelli, PT8) Hobbes, and PT9) Locke**

Reading for class: Losco, Joseph and Leonard Williams. 2003. *Political Theory: Classic and Contemporary Readings*. 2<sup>nd</sup> ed. Los Angeles: Roxbury (Volume I), 341-348 (401 Machiavelli), (Volume II) 52-66 (401 Hobbes), and 90-105 (401 Locke).

Resources for presenters: Losco, Joseph and Leonard Williams. 2003. *Political Theory: Classic and Contemporary Readings*. 2<sup>nd</sup> ed. Los Angeles: Roxbury (Volume I), 329-365 (401 Machiavelli); (Volume II) 48-85 (401 Hobbes); 86-139 (401 Locke).



Royal Palace, Phnom Penh, Cambodia (Tan, 2004)

**10 Feb 14 POLITICAL THEORY: Modern**

PRESENTERS: PT10) Rousseau, PT11) Marx, and PT12) Nietzsche

Reading for class: Goodin, Ch. 6 and Losco, Joseph and Leonard Williams. 2003. *Political Theory: Classic and Contemporary Readings*. 2<sup>nd</sup> ed. Los Angeles: Roxbury (Volume II), 170-182 (401 Rousseau), 355-362 (401 Marx), 475-485 (401 Nietzsche).

Resources for presenters: Losco, Joseph and Leonard Williams. 2003. *Political Theory: Classic and Contemporary Readings*. 2<sup>nd</sup> ed. Los Angeles: Roxbury (Volume II), 140-182 (401 Rousseau); 340-400 (401 Marx); 471-514 (401 Nietzsche).

Due: Cover letter/personal statement.

**11 Feb 16 MORE ON FUTURE OPTIONS: CAREERS AND GRADUATE SCHOOL**

- Reading: None for today.
- Interviewing for careers and graduate school (introduce InterviewStream), being professional in the workplace.
- Activity: Visitors talk about getting into graduate school.

**12 Feb 21 POLITICAL THEORY, Justice: Rawls and After**

PRESENTERS: PT13) Rawls and PT14) Amartya Sen

Reading for class: Goodin, Ch. 5; Losco, Joseph and Leonard Williams. 2003. *Political Theory: Classic and Contemporary Readings*. 2<sup>nd</sup> ed. Los Angeles: Roxbury (Volume II), 620-632 (401 Rawls).

Resources for presenters: Losco, Joseph and Leonard Williams. 2003. *Political Theory: Classic and Contemporary Readings*. 2<sup>nd</sup> ed. Los Angeles: Roxbury (Volume II), 618-670 (401 Rawls). On reserve at the library: Amartya Sen, *The Idea of Justice*, Cambridge: Harvard University Press, 2009 (Sen).

Activity: Proofreading exercise.

Due: Literature review #1 on political theory.

**13 Feb 23 AMERICAN POLITICS: Inputs**

PRESENTERS: AP1) Media, AP2) Campaigns and Elections, AP3) Public Participation/Public Opinion

For class today: Be prepared to discuss media and public opinion in the current campaign for president.

Resources for presenters: Jamieson, Kathleen Hall. 2003. "The Press as a Storyteller" and "The Press as Shaper of Events." In *The Press Effect: Politicians, Journalists, and the Stories That Shape the Political World*, Kathleen Hall Jamieson and Paul Waldman. New York: Oxford University Press, 1-23, 95-129 (401 Jamieson I and 401 Jamieson II)

and Baumgartner, Jody and Jonathan S. Morris. 2006. "The Daily Show Effect." *American Politics Research*. 34 (3): 341-67 (401 Baumgartner for Media); Shaw, Daron R. 2006. *The Race to 270: The Electoral College and the Campaign Strategies of 2000 and 2004*. Chicago: The University of Chicago Press, 17-40, 71-110 (401 Shaw I and 401 Shaw II) and Hood III, M. V. and Seth C. McKee. 2010. "What Made Carolina Blue? In-Migration and the 2008 North Carolina Presidential Vote." *American Politics Research*. 38(2):266-302 (401 Hood for Campaigns and Elections); Schlozman, Kay Lehman. 2002. "Citizen Participation in America: What Do We Know? Why Do We Care?" In *Political Science: The State of the Discipline*. Eds. Ira Katznelson and Helen V. Milner. Washington D.C.: American Political Science Association, 433-461 (401 Schlozman) and Bartels, Larry M. 1991. "Constituency Opinion and Congressional Policy Making: The Reagan Defense Buildup." *American Political Science Review* 85(2):457-474 (401 Bartels III for Public Participation/Public Opinion).



Asia Foundation, Surveying Afghan Women

#### 14 Feb 28 AMERICAN POLITICS: Institutions

PRESENTERS: AP4) Congress, AP5) Presidency, AP6) Courts

Reading for class: Hetherington, Marc J. and Michael Nelson. 2003. "Anatomy of a Rally Effect: George W. Bush and the War on Terrorism." *PS: Political Science and Politics*, 36(1): 37-42.

Resources for presenters: Howell, William G. and Jon C. Pevehouse. 2007. "When Congress Stops Wars." *Foreign Affairs*. September/October (401 Howell). Sinclair, Barbara. 2012. *Unorthodox Lawmaking: New Legislative Processes in the U.S. Congress*. 4<sup>th</sup> ed. Washington D.C.: CQ Press, 134-165 (401 Sinclair). Schiller, Wendy. 2000. *Partners and Rivals: Representation in U.S. Senate Delegations*. Princeton: Princeton University Press, 113-142 (401 Schiller for Congress); Skowronek, Stephen. 2011. *Presidential Leadership in Political Time*, 2nd ed. Lawrence: the University of Kansas Press, 27-78 (401 Skowronek). Marshall, Bryan W. and Richard L. Pacelle, Jr. 2005. "Revisiting the Two Presidencies: The Strategic Use of Executive Orders," *American Politics Research* 33(1):81-105 (401 Marshall) and Hetherington, Marc J. and Michael Nelson. 2003. "Anatomy of a Rally Effect: George W. Bush and the War on Terrorism." *PS: Political Science and Politics*. 36(1):37-42 (401 Hetherington for Presidency); Willrich, Michael. 2003. "The Case for Courts: Law and Political Development in the Progressive Era," in *The Democratic Experiment: New Directions in American Political History*. Eds. Meg Jacobs, William J. Novak, and Julian E. Zelizer. Princeton: Princeton University Press, 198-221 (401 Willrich). Koh, Harold Hongju. 1990. *The National Security Constitution: Sharing Power after the Iran-Contra Affair*. New Haven: Yale University Press, 67-100 (401 Koh for Courts).

Updates on citizenship/engagement activities.

Due: Interview Stream.

#### 15 Mar 1 AMERICAN POLITICS: Issues\*\*

PRESENTERS: AP7) Defense Spending, AP8) Inequality, AP9) Domestic Polarization

Reading for class: Bartels, Larry M. 2008. *Unequal Democracy: The Political Economy of the New Gilded Age*. Princeton: Princeton University Press, 1-28, 252-282 (401 Bartels I and 401 Bartels II).

Resources for presenters: Fordham, Benjamin O. 2007. "The Evolution of Republican and Democratic Positions on Cold War Military Spending: A Historical Puzzle." *Social Science History*, 31:4 (Winter):603-636 (401 Fordham). Narizny, Kevin. 2003. "Both Guns and Butter, or Neither: Class Interests in the Political Economy of Rearmament." *American Political Science Review*. 97:203-220 (401 Narizny for Defense Spending); Bartels, Larry M. 2008. *Unequal Democracy: The Political Economy of the New Gilded Age*. Princeton: Princeton University Press, 1-28, 252-282 (401 Bartels I and 401 Bartels II). McCarty, Nolan, Keith T. Poole, and Howard Rosenthal. 2006. *Polarized America: The*

*Dance of Ideology and Unequal Riches*. London: The MIT Press, 71-113 (401 McCarty Dance for Inequality); Theriault, Sean M. 2008. *Party Polarization in Congress*. New York: Cambridge University Press, 43-58 (401 Theriault) and McCarty, Nolan. 2007. "The Policy Effects of Political Polarization" in *Transformation of American Politics: Activist Government and the Rise of Conservatism*. Eds. Paul Pierson and Theda Skocpol. Princeton: Princeton University Press, 223-255 (401 McCarty Policy Effects for Polarization).

*\*\*Note that student presenters should highlight the political aspects of these issues rather than the public policy aspects.*

**16 Mar 6 CAREER GUESTS**

Reading: None for today.

**17 Mar 8 UNIVERSITY ASSESSMENT FOR SENIORS**

Reading: None for today.

Mar 13, 15 Spring Break. Enjoy and be safe!

**18 Mar 20 PUBLIC ADMINISTRATION/PUBLIC POLICY:**

PRESENTERS: PA1) Management and Organization Theory, PA2) Organizational Behavior, PA3) Public Policy with Case Study

Reading for class: Lindblom, Charles E. 1959. "The Science of Muddling Through." *Public Administration Review*, 19 (2): 79-88 (401 Lindblom Muddling); Badie, Dina. 2010. "Groupthink, Iraq, and the War on Terror: Explaining US Policy Shift Toward Iraq." *Foreign Policy Analysis*. 6: 277-296 (401 Badie Groupthink).

Resources for presenters: Shafritz, Jay M. and E. W. Russell. 2007. *Introducing Public Administration*. New York: Pearson, 215-254 (401 Shafritz Org Theory for Management and Organization Theory); 259-300 (401 Shafritz Org Behavior for Organizational Behavior); Kraft, Micheal E. and Scott R. Furlong. 2010. *Public Policy: Politics, Analysis, and Alternatives*. Washington, DC: CQ Press, Ch. 1 (PLS 401 Kraft and Furlong for Public Policy). Goodin, Ch. 43.



Photo right: Changing the developing world (and the developed world too!).  
Bill and Melinda Gates.

**19 Mar 22 COMPARATIVE POLITICS: Overview**

PRESENTERS: CP1) Authoritarianism, CP2) Communism and Post-Communism, CP3) Ethnic Conflict

Reading for class: Goodin, Ch. 27 and Przeworski, Adam. 2006. "A Prologue: The Fall of Communism." *Essential Readings in Comparative Politics*. eds. Patrick H. O'Neil and Ronald Rogowski. 2<sup>nd</sup> ed. New York: Norton, 366-371 (401 Przeworski for Communism).

Resources for presenters: O'Neil, Patrick H. 2007. *Essentials of Comparative Politics*. 2<sup>nd</sup> ed. New York: Norton, 110-133 (401 Authoritarianism) and Fish, M. Steven. 2006. "Islam and Authoritarianism." *Essential Readings in Comparative Politics*. eds. Patrick H. O'Neil and Ronald Rogowski. 2<sup>nd</sup> ed. New York: Norton, 2006, 214-228 (401 Auth and Islam for Authoritarianism); O'Neil, Patrick H. 2007. *Essentials of Comparative Politics*. 2<sup>nd</sup> ed. New York: Norton, 189-218 (401 Communism) and Haerpfer, Christian W. et al. 2009. *Democratization*. Oxford: Oxford University Press, 309-320 (401 Post Comm for Communism and Post); Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why Do Ethnic Groups Rebel? New Data and Analysis." *World Politics*. 62 (1): 87-119 (401 Cederman Ethnic Conflict).

Due: Literature review #2 on American politics.

**20 Mar 27 COMPARATIVE POLITICS: Advanced Democracies, Voting and Elections, Parties and Party Systems**

PRESENTERS: CP4) Advanced Democracies, CP5) Voting and Elections, CP6) Parties and Party Systems

Reading for class: Goodin, Ch. 10, 19, and 30. Glance at a short classic reading: Duverger, Maurice. 2006. "The Number of Parties." *Essential Readings in Comparative Politics*. eds. Patrick H. O'Neil and Ronald Rogowski. 2<sup>nd</sup> ed. New York: Norton, 330-333 (401 Duverger).

Resources for presenters: O'Neil, Patrick H. 2007. *Essentials of Comparative Politics*. New York: Norton, 2007, 161-188 (401 Advanced Democracies) and Schmitter, Philippe C. and Terry Lynn Karl. 2006. "What Democracy Is . . . And Is Not." *Essential Readings in Comparative Politics*. Eds. Patrick H. O'Neil and Ronald Rogowski. 2<sup>nd</sup> ed. New York: Norton, 2006, 247-256 (401 Democracy Is for Advanced Democracies); Goodin, Ch. 19 (Voters); Diamond, Larry and Richard Gunther. 2001. "Types and Functions of Parties." in *Political Parties and Democracy*. Eds. Larry Diamond and Richard Gunther. Baltimore: Johns Hopkins, 3-39 (401 Diamond Gunther) and Mair, Peter. 1997. *Party System Change: Approaches and Interpretations*. Oxford: Clarendon, 199-223 (401 Mair for Parties and Party Systems).

Goodin, Ch. 19 (Voters); Diamond, Larry and Richard Gunther. 2001. "Types and Functions of Parties." in *Political Parties and Democracy*. Eds. Larry Diamond and Richard Gunther. Baltimore: Johns Hopkins, 3-39 (401 Diamond Gunther) and Mair, Peter. 1997. *Party System Change: Approaches and Interpretations*. Oxford: Clarendon, 199-223 (401 Mair for Parties and Party Systems).

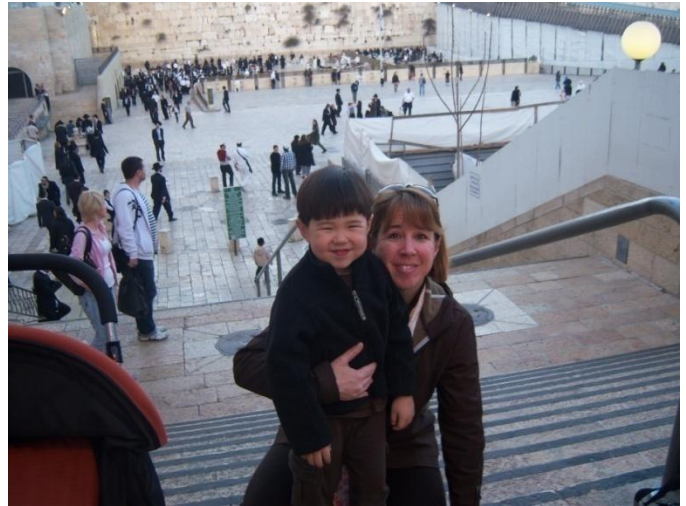


Photo above: Western Wall, Jerusalem, Israel (March 2010)

**21 Mar 29 COMPARATIVE POLITICS: Democratization**

**PRESENTERS:** CP7) Theories of Democratization, CP8) Institutional Design in New Democracies, CP9) Democratization Failure

Reading for class: Goodin, Ch. 29.

Resources for presenters: Haerpfer, Christian W. et al. 2009. *Democratization*. Oxford: Oxford University Press, 41-90 (401 Democ Theory) and 339-355 (401 Africa for Theories of Democratization); 201-218 (401 Parties in Democ), 219-233 (401 Inst Design for Institutional Design); 249-265 (401 Failed Democ for Failed Democratization).

**22 Apr 3 COMPARATIVE POLITICS: Comparative Legislative Behavior, Clientelism, the Modern State**

**PRESENTERS:** CP10) Comparative Legislative Behavior, CP11) Clientelism, CP12) Modern State Formation and State Failure

Reading for class: Goodin, Ch. 20 and 31.

Resources for presenters: Goodin (Legislative Behavior); Allen Hicken. 2011. "Clientelism." *Annual Review of Political Science*. 14 (1): 289-310 (401 Hicken) and Berlow, Alan. 1996. *Dead Season*. New York: Vintage (borrow from Dr. Tan) (Clientelism); Drogus, Carol Ann and Stephen Orvis. 2009. *Introducing Comparative Politics*. Washington, DC: CQ Press, 37-83 (401 State for State Formation).

Updates on citizenship/engagement activities.

**Apr 5 Easter Holiday, No Class**

**23 Apr 10 INTERNATIONAL RELATIONS: Approaches**

**PRESENTERS:** IR1) Realism, IR2) Liberalism, IR3) Constructivism

Reading for class: Goodin, Ch. 32 and 33; Mingst, Karen A. and Jack L. Snyder. 2008. *Essential Readings in World Politics*. 4<sup>th</sup> ed. New York: Norton, 28-32 (401 Kennan), 56-59 (401 Morgenthau).

Resources for presenters: Mingst, Karen A. 2008. *Essentials of International Relations*. New York: Norton, 55-80, 135, 202 (401 IR Approaches FOR ALL PRESENTERS) and Mingst, Karen A. and Jack L. Snyder. 2008. *Essential Readings in World Politics*. 4<sup>th</sup> ed. New York: Norton, 4-11 (401 Snyder FOR ALL PRESENTERS); Mingst, Karen A. and Jack L. Snyder. 2008. *Essential Readings in World Politics*. 4<sup>th</sup> ed. New York: Norton, 12-13 (401 Thucydides IR) and Mingst, Karen A. 2008. *Essentials of International Relations*. 4<sup>th</sup> ed. New York: Norton, 84-91, 104-105, 107-111, 200-201, 209-214, 239-244 (401 Realist for Realists); Mingst, Karen A. and Jack L. Snyder. 2008. *Essential Readings in World Politics*. 4<sup>th</sup> ed. New York: Norton, 14-17 (401 Kant), 26-28 (401 Wilson) and Mingst, Karen A. 2008. *Essentials of International Relations*. 4<sup>th</sup> ed. New York: Norton, 82-84, 103-104, 209-211 (401 Liberal for Liberals); Mingst, Karen A. and Jack L.

Snyder. 2008. *Essential Readings in World Politics*. 4<sup>th</sup> ed. New York: Norton, 93-117 (401 Wendt) and Mingst, Karen A. 2008. *Essentials of International Relations*. 4<sup>th</sup> ed. New York: Norton, 105-106 (401 Constructivist and 401 Constructivist 2 for Constructivism).

Due: Literature review #3 on comparative politics.

**24 Apr 12 INTERNATIONAL RELATIONS: Approaches**

PRESENTERS: IR4) Radicalism, IR5) English School, IR6) Feminist IR Theory and Alternatives

Reading for class: Goodin, Ch. 34 (English School); Karen A. Mingst and Jack L. Snyder, *Essential Readings in World Politics*, New York: Norton, 2008 (4<sup>th</sup> edition), 137-145 (401 Wallerstein).

Resources for presenters: Mingst, Karen A. 2008. *Essentials of International Relations*. 4<sup>th</sup> ed. New York: Norton, 55-80, 91-94, 201-202, 212-214 (401 Radicals for Radicalism); Goodin chapter for today (English School); Goldstein, Joshua S. and Jon C. Pevehouse. 2006. *International Relations*. New York: Pearson, 102-118 (401 Feminist for Feminist and Other).



Singapore's glorious riverfront

**25 Apr 17 INTERNATIONAL RELATIONS: Issues in Contemporary World Politics**

PRESENTERS: IR7) States versus Markets and Global Trade, IR8) North-South Relations, IR9) Non-governmental Organizations

Reading for class: Huang, Yasheng. 2010. "Debating China's Economic Growth: The Beijing Consensus or the Washington Consensus?" *Academy of Strategic Management*. 24 (2): 31-47 (China Beijing Consensus Huang for States versus Markets/Trade).

Resources for presenters: Mingst, Karen A. 2008. *Essentials of International Relations*. 4<sup>th</sup> ed. New York: Norton, 249-265 (401 Econ Liberalism) and Payne, Richard J. 2009. *Global Issues: Politics, Economics, and Culture*, New York: Pearson, 163-192 (401 Trade) and Halper, Stefan. 2010. *The Beijing Consensus*. New York: Basic (on reserve at the library). January 21, 2012 *Economist* magazine should also have relevant coverage (States versus Markets and Global Trade); Goldstein, Joshua S. and Jon C. Pevehouse. 2006. *International Relations*. New York: Pearson, 284-346 (401 North South for North-South); McGann, James and Mary Johnstone. 2005. "The Power Shift and the NGO Credibility Crisis." *Brown Journal of International Affairs*. 11 (2): 159-172 (401 NGOs) and Davenport, David. 2002. "The New Diplomacy." *Policy Review*. 116 (December) (Davenport New Diplomacy for NGOs).

**26 Apr 19 Citizenship/Engagement**

Discuss citizenship/engagement projects.

Due: student reports on citizenship/engagement.

**27 Apr 24 INTERNATIONAL RELATIONS: Issues in Contemporary World Politics**

PRESENTERS: IR10) Terrorism, IR11) Human Rights, and IR12) International Law/Justice

Reading for class: Bin Laden, Osama, "Letter to America," *Guardian* (UK), 24 November, 2002, <http://www.guardian.co.uk/world/2002/nov/24/theobserver> (Bin Laden Letter to America for Terrorism); Franck, Thomas M. 2006. "Are Human Rights Universal?" *Global Politics in a Changing World: A Reader*. Eds. Richard W. Mansbach and Edward Rhodes. Boston: Houghton Mifflin, 233-243 (401 Franck on HR for Human Rights).

Resources for presenters: Payne, Richard J. 2009. *Global Issues: Politics, Economics, and Culture*. New York: Pearson, 116-141 (401 Terrorism for Terrorism); Mingst, Karen A. 2008. *Essentials of International Relations*. 4<sup>th</sup> ed. New York: Norton, 309-319 (401 HR) and Mansbach, Richard W. and Kirsten L. Rafferty. 2008. *Introduction to Global Politics*. New York: Routledge, 448-496 (401 Mansbach for Human Rights); Goldstein, Joshua S. and Jon C. Pevehouse. 2006. *International Relations*. New York: Pearson, 263-280 (401 Intl Law for Intl Law/Justice).

## 28 Apr 26 Politics Everywhere

Discussion: political science in the news, political campaigns, world politics.

How to keep up with the field in the future.

**Due: Literature review #4 on international relations.**



Trim Castle, Ireland (Tan, 2004)

May 3<sup>rd</sup> 11:30-2:30pm PLS 401 Final Examination