

Pols 302: Comparative Foreign Governments

Fall 2022, 2PM-3:50PM, GTM 123

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Student Office Hours: Monday and Wednesday 8AM-11AM,

Tuesday and Thursday 11:50AM-1:50PM

(in person or see Zoom link on Moodle)

Course Description: Why does the United States have a two-party system? Why does violence break out in certain countries but not others? What implications do constitutions have for how people vote? Comparative politics is a method of studying political science that emphasizes features that distinguish political systems across the world. We will explore this variation and seek to understand how states interact within the international system. Along the way, we will begin developing reading, writing, and research skills which are foundations for critical thinking. Our goal will be to develop an understanding of political events that interest you, to learn how to study these events, and to interact with other students to grapple with these issues in ways that are useful for future courses and for your careers.

Prerequisites: Pols 201. This course is intended as a prerequisite for Pols 345.

Text: None.

Course Objectives:

At the completion of this course, students will be able to:

1. Understand and describe major issues in each area of comparative politics, foundational concepts in international relations, and suggest future directions for study.
2. Competently read all kinds of political science research. Demonstrate the ability to discuss debates in the literature with competence.
3. Work through the political science research process, understand key issues and decisions to make when conducting research, and apply these lessons to your own research project.
4. Evaluate how comparative politics fits within the international system.
5. Demonstrate analysis skills by participating in an extended simulation.

Assignments:

Assignment	Due Date	Percentage
Social Annotation	As indicated (most classes)	15%
Class Engagement	Each class	10%
Security Council Meeting 1	October 13	20%
Country Reports	Selected classes	10%
Class Notes	October 6, November 17	10%
Research Proposal		
Research Question	September 15	5%
Annotated Bibliography	September 29	5%
Literature Review	October 27	10%
Theory	November 17	15%

Letter Grade Distribution:

A \geq 89.50; B 79.50 – 89.49; C 69.50 – 79.49; D 60.00 – 69.49; F \leq 59.99; Satisfactory \geq 69.50

Course Philosophy:

This course is designed to provide you with a realistic understanding of how comparative politics interacts with the international system. The course is built around an extended United Nations-like simulation that asks you to become an expert in a country and its current events, apply knowledge from comparative politics to solve international issues, and interact with other students to develop solutions to international problems. Think of the course as what would happen if a Model United Nations course combined with core comparative politics research and an introduction to the political science research process. This combination is designed to help prepare you for Pols 345, to give you a good background in comparative politics, and to provide a collaborative, rule-based simulation of benefit to both students interested in law school and international relations.

I expect that we will all work to maintain a positive classroom environment. While we often use data and models to provide evidence, political scientists do not have definitive answers to any question. Thus, we will work to understand others' perspectives in a constructive and respectful manner. During the course, we will be discussing topics that may be sensitive in nature for some students. Treat these topics with care and ground your comments in theories and methods from political science.

Class Formats:

This class functions as a quasi-simulation of the member states of the United Nations Security Council. There are three class period formats: discussion, General Assembly (GA), and Security Council (SC).

At the beginning of the course, students will choose to represent a country on the UN Security Council (except for the United States). The four permanent members other than the United States are: China, France, Russian Federation, and the United Kingdom. The ten elected members of the UN Security Council as of 2022 are: Albania, Brazil, Gabon, Ghana, India, Ireland, Kenya,

Mexico, Norway, and United Arab Emirates. Depending on class size, there will be either one or two delegates for each country.

Discussion Meetings:

- Before class: Complete the assigned reading and annotations and any other assignments.
- During class: No simulation. Discussion about research topics.
- Class Notes: Each student takes class notes about the class topics.

General Assembly Meetings:

- Before class: Complete the assigned reading and annotations. Some students will have chosen to give a country report during the class period; those students should prepare the country report.
- During class (see presiding officer instructions for more details):
 - Meeting is called to order by the presiding officer (this role rotates every class session).
 - Country report presentations (about 10 minutes). Dr. O'Brochta will be invited to call on members to give their country report presentations.
 - Negotiation and draft resolutions (about 10 minutes). Based on the country reports, members can write resolutions alone or with other members. All resolutions must be uploaded to our shared Google Drive folder. Use the resolution template.
 - Agenda setting (about 5 minutes). If you want to present a resolution, you will put your member country's name on the agenda here.
 - Presentation of resolutions. The presiding officer will call on members to present resolutions and discussion, amendments, and conferring with other members can occur.
 - In class activities (45 minutes). We will have about 45 minutes during class to discuss the reading for the day.
 - Closure of session.
- Class notes: Each student takes class notes with specific emphasis on their own country.

Security Council Meetings:

- Before class: No reading due. Submit assignments.
- During class: Conduct simulation.
- Class notes: Each student takes class notes with specific emphasis on their own country.

Course Policies:

- General:
 - All assignments are to be turned in on Moodle and are due at class time on the date indicated unless otherwise noted.
 - You are responsible for ensuring that your assignments submit to Moodle successfully and that the file you submitted can be displayed. All file submissions except the project poster must be in Microsoft Word (.doc or .docx) or PDF format. Files in other formats --- including Google Docs --- cannot be read by Moodle.
 - Citations should be in American Political Science Association (APSA) style. Use of this style is important, as it governs the writing of professional political science. The APSA style manual is posted on Moodle.
 - Book format: Thompson, V. Elaine. 2014. *Clinton, Louisiana*. Lafayette, LA: University of Louisiana at Lafayette Press.
 - Journal article format: Chi, Guangqing and Jamie Boydston. 2017. "Are Gasoline Prices a Factor in Residential Relocation Decisions?" *Journal of Planning Education and Research* 37(3): 334-346.
 - In-text citation format: Professors at Tech are doing interesting research (Chi and Boydston 2017; Thompson 2014).
 - Plagiarism, including inappropriate attribution, is an Honor Code Violation and is grounds for sanctions, a referral to the Director of Student Conduct, and failure of the course.
 - If you are unsure if you are plagiarizing, always cite your sources. If you are unsure if you are paraphrasing, rewrite to use either a direct quotation or paraphrase differently. Feel free to talk to me if you are unsure whether or how to cite a source.
 - You have the ability to submit assignments early on Moodle to obtain a Turnitin report. You can also use the Turnitin plugin on Google Docs to check your work.
 - Wikipedia is not an appropriate academic source.
- Student Office Hours:
 - Student office hours are a time for you to come by to speak with me without an appointment. Please come by to see me early in the quarter. I am happy to discuss your progress in the course, political science topics, and potential career paths. These student office hours are for you; please do not feel like you are imposing by stopping by.
- Technology:
 - We will be using technology for a number of in class activities. As a result, you are expected to bring a laptop, tablet, or smartphone to each of our class sessions (laptop or tablet preferred). If you will not have regular access to one of these devices, you can borrow a laptop from the library, use a classmate's laptop, or speak with me and we will work out an alternative approach.
 - You are expected to use your devices for class purposes only. Using your device in other ways is distracting to other students, and I reserve the right to deduct up to 10% of your final grade or to drop you from the class in serious cases.
- Attendance:

- Louisiana Tech University expects students to attend all of their classes, and faculty are required to keep attendance records in all of their classes for administrative and institutional purposes. I will check attendance during class.
- I understand that there are reasons that you may need to be absent from class. I expect that you will be responsible in attending class as much as possible. Accordingly, **you do not need to let me know when you will be absent**. If you are absent, it is your responsibility to learn what we did from someone else in class, to review all material on Moodle, and to come speak with me during student office hours if you have questions.
- You will be graded on your class engagement, and attendance directly impacts your ability to get a good class engagement grade.
- Attending class is the biggest key to success in this course. **It is best to limit absences to 3 or fewer during the quarter. 6 or more absences result in automatic failure from the course.**
- Late Work:
 - All assignments in this course are most relevant to you and to the rest of the students if they are turned in the day that they are due. As such, assignments will only be accepted late if prior arrangements for an extension have been made.
 - Extensions will only be given in extraordinary circumstances. Feel free to speak with me if numerous assignments are due around the same time; we can develop a plan together to help you complete everything on time. To request an extension, you must e-mail me at least 48 hours before the assignment is due with the reasons behind your request. We can then work together to figure out how you can turn the assignment in on time or make alternate arrangements in extraordinary circumstances.
- Grading:
 - Once I assign a grade, grades will only be changed if I made an arithmetic error or mistake. If you feel that this happened to you, please send me an e-mail no later than three days after the assignment is returned detailing the error.
 - If you are concerned about a grade you receive, please discuss it with me. I am happy to discuss how you can improve in future work.
 - I grade and return assignments promptly. You can expect feedback on your assignments shortly after you submit it to me. Though I will work quickly, I ask for your patience, as I teach hundreds of students per quarter, and providing actionable feedback takes time. Some daily or frequently occurring assignments -- including social annotations --- are graded for completion, so you will know that you received credit if you turned in a complete assignment. I will update your grades for these assignments at the end of each main unit in the course.
 - I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the quarter and you have communicated about this to me when the incident occurs.
- Checking Your Grade:
 - You can always check your grade in the course by looking at the Gradebook found under the “Course Dashboard” on our class Moodle page.

- When you click on an assignment to view a grade, be sure to scroll all the way to the right to view the rubric comments and to use the “plus” button at the bottom of the rubric to view all the feedback.
- The course grade reflects the percentage you have earned thus far in the course (starting at 0%). You can calculate your estimated final grade using the grade estimator spreadsheet on Moodle.
- Feedback:
 - I will ask you to provide me with frequent evaluations of the course so that I can work to improve it for you and for future students.
- Contacting Me:
 - E-mail is the best way to contact me outside of student office hours. Please do not use Moodle Messages, as I am unlikely to see your message promptly. You can call my office phone, but my e-mail response time is likely to be quicker.
 - I will respond to your e-mails promptly. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM, Monday through Friday.
 - Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail.
 - Often, e-mail is best used to set-up an individual meeting, either in person or virtually. It is easier for us to understand each other in a meeting rather than via lengthy e-mail exchanges.
 - Please treat e-mails as professional correspondence. E-mails may only come from your latech.edu e-mail address and should include a salutation (e.g., Dear Dr. O’Brochta), a clear message, and a signature with your name and the class you are enrolled in.

Topics and Readings: Below is the schedule of reading and assignments for each class. I may change the course outline, but I will give you plenty of prior notice.¹

September 8: Conceptualizing Comparative Politics

- Format: Discussion.
- Assignments Assigned: Beginning of quarter survey.

September 13: Research Questions

- Format: Discussion.
- Reading Due (annotations due): Baglione, Ch. 2.
- Assignments Due: Beginning of quarter survey.

September 15: Introduction to the United Nations

- **Format: Asynchronous. Class will not meet in-person; complete assignments on Moodle.**
- Reading Due (annotations due):
 - Hoover Green, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps."
 - Benson, Michelle, and Colin Tucker. 2022. "The Importance of UN Security Council Resolutions in Peacekeeping Operations." *Journal of Conflict Resolution* 66(3): 473-503.
- Assignments Due: Research Question and paragraph.

September 20: Literature Search

- Format: Discussion.
- Reading Due (annotations due): Baglione, Ch. 3.
- Assignments Due: Research Question Peer Review. All discussion forum posts assigned on September 15.
- Note: Assign Security Council Simulation 1 groups and choose crisis.

September 22: Nations

- Format: General Assembly.
- Reading Due (annotations due): Jones, Rhys, and Peter Merriman. 2009. "Hot, Banal, and Everyday Nationalism: Bilingual Road Signs in Wales." *Political Geography* 28: 164-173.

September 27: Groups

- Format: General Assembly.
- Reading Due (annotations due):
 - Htun, Mala. 2004. "Is Gender Like Ethnicity? The Political Representation of Identity Groups." *Perspectives on Politics* 2(3): 439-458.

¹ I have made a conscious effort to represent gender and ethnic/regional diversity of scholarship in these readings.

- Trepanier, Cecyle. 1991. "The Cajunization of French Louisiana: Forging a Regional Identity." *The Geographical Journal* 157(2): 161-171.

September 29: Literature Review

- Format: Discussion.
- Reading Due (annotations due): Baglione, Ch. 4.
- Assignments Due: Annotated Bibliography.

October 4: Regimes

- Format: General Assembly.
- Reading Due (annotations due): Wigell, Mikael. 2008. "Mapping Hybrid Regimes: Regime Types and Concepts in Comparative Politics." *Democratization* 15(2): 230-250.
- Assignments Due: Annotated Bibliography Peer Review.

October 6: Institutions and Constitutions

- Format: General Assembly.
- Methodology Focus: Developing and justifying a hypothesis.
- Reading Due (annotations due): Sedelius, Thomas, and Jonas Linde. 2018. "Unravelling Semi-Presidentialism: Democracy and Government Performance in Four Distinct Regime Types." *Democratization* 25(1): 136-157.
- Assignments Due: Class notes (through the previous class).
- Note: We will complete the class notes self-assessment during class. If you will not be in class, please complete it by class time.

October 11: Prepare for Security Council Meeting

- Format: Discussion.
- Reading Due: None.
- Note: Time to work on preparing for Security Council meeting in class. Optional mid-quarter survey.

October 13: Security Council Meeting 1

- Format: Security Council.
- Reading Due: None.
- Assignments Due: Security Council Meeting 1 documents.

October 18: Elections and Electoral Systems

- Format: General Assembly.
- Reading Due (annotations due): Beauregard, Katrine. 2014. "Gender, Political Participation, and Electoral Systems: A Cross-National Analysis." *European Journal of Political Research* 53: 617-634.

October 20: Fundamentals of Political Science Research

- Format: Discussion.
- Reading Due (annotations due): Roy, Indrajit. 2021. "Reimagining Citizenship: The Politics of India's Amended Citizenship Laws." *PS: Political Science & Politics* 54(4):

631-643. This is a symposium, so please read through all of the different articles on these pages.

October 25: Parties

- Format: General Assembly.
- Reading Due (annotations due): Asunka, Joseph, Sarah Brierley, Miriam Golden, Eric Kramon, and George Oforu. 2019. "Electoral Fraud or Violence: The Effect of Observers on Party Manipulation Strategies." *British Journal of Political Science* 49(1): 129-151.

October 27: Theoretical Arguments

- Format: Discussion.
- Reading Due (annotations due): Baglione, Ch. 5.
- Assignments Due: Literature Review.

November 1: Trade and Human Rights

- Format: General Assembly.
- Methodology Focus: Field experiments and their ethics.
- Reading Due (annotations due): Adhikari, Bimal. 2021. "UN Human Rights Shaming and Foreign Aid Allocation." *Human Rights Review* 22(2): 133-154.
- Assignments Due: Literature Review Peer Review.

November 3: Environment and War

- Format: General Assembly.
- Reading Due (annotations due): O'Brochta, William. 2019. "A Meta-Analysis of Natural Resources and Conflict." *Research & Politics* 6(1): 1-6.
- Note: Be critical! The purpose is to have a good discussion of the reading.

November 8: Immigration and Information and Communications Technology

- Format: General Assembly.
- Reading Due (annotations due): Fresnoza-Flot, Asuncion. 2009. "Migration Status and Transnational Mothering: The Case of Filipino Migrants in France." *Global Networks* 9(2): 252-270.

November 10: Understanding Political Science Data

- Format: Discussion.
- Reading Due (annotations due): Earl, Jennifer, Andrew Martin, John McCarthy, and Sarah Soule. 2004. "The Use of Newspaper Data in the Study of Collective Action." *Annual Review of Sociology* 30: 65-80.

Graduating Seniors: All assignments are due on November 14 by 5PM so that I can grade them in time to submit your grades on November 15. This includes your theory, class notes, country reports, all self-assessments, and the end of quarter survey.

November 15: Working with Political Science Data

- Format: Discussion.

- Reading Due (annotations due): Ahmed, Saifuddin. 2010. "The Role of the Media During Communal Riots in India." *Media Asia* 37(2): 103-111.

November 17: Security Council Meeting 2

- Format: Security Council.
- Reading Due: None.
- Assignments Due: Theory, Class Notes.
- Note: We will complete the class notes and country reports self-assessments as well as the end of quarter survey during class. If you will not be in class, please complete it by class time.

Description of Assignments:

Social Annotation (15%)

Completing and engaging with course material and other students is essential to your success in this course. We will be using Perusall (linked on Moodle) for social annotation. The idea behind social annotation is that you can engage with other students in the course while reading the required content. This will help you to read in a more active and engaged way, to come to class more prepared for our discussions, and to generate ideas that you would like to raise in class. My motivation in asking you to do social annotations is to help you read efficiently. This is a skill that you *can* develop.

For each assigned reading where annotations are due, complete the following:

- Go to Moodle and click on the link for an assigned reading. You must access Perusall through Moodle for your annotations to be saved.
- Read the text. I recommend skimming through the entire text once, marking any points of confusion, and asking clarification or definition questions. These are not substantive annotations that count toward your grade, but they will help you read more effectively.
- Return to the text later and read it again. While doing so, **make at least five substantive annotations**. Examples of substantive and not substantive annotations follow.
- Reading and completing the annotations for a particular class period should take you no less than 1 hour and no more than 2 hours. If you find yourself spending more time on an assignment, refer back to the Hoover Green piece on reading effectively. Feel free to come talk to me if you are having any difficulty. This assignment is not meant to take up too much time.

How to write a substantive annotation:

1. Find a part of the reading that is interesting, surprising, or about which you would like to make an annotation.
2. Highlight the relevant text and leave an annotation or, if someone else has already highlighted the text, leave a comment responding to their annotation.
3. In your annotation, go beyond agreeing with or re-stating what the reading is saying. Discuss how you have thought about and processed the information you read. Make connections to concepts from your notes or that you learned in class. Discuss how the reading relates to you personally or to current events. Provide depth by writing at least two sentences per annotation.
4. Complete at least five substantive annotations, spread throughout the reading.

Non-exhaustive examples of substantive and not substantive annotations:

Notice that the substantive comments go far beyond a single sentence and focus on explaining and making connections.

	Not substantive	Substantive
Definition	This term means [description of term].	This term means [description of term]. By introducing this concept, the authors [describe why the concept is important]. In addition, we discussed this concept in class [describe how].
Upvote	[Student uses the green checkmark to upvote another student's comment]	[Upvote comment] This makes a lot of sense to me because [describe why]. But, I can also see how [introduce a different point of view].
Question	What are the impacts of [describe something]?	What are the impacts of [describe something]? I think that the impact is [describe impact] because [describe reason]. This is important because [describe why].
Agreement	I agree.	I agree because [describe why]. [Tell story about experience you have had related to the concept being discussed].
Example	This is true today.	This is true today because [describe specific instance]. I know people impacted by [describe topic and how people are impacted].
Clarification	What does this mean?	What does [describe phrase] mean? My interpretation is that it probably means [describe possible meaning], but I also found a source online [list source] that says [describe what the source says]. Clarifying this definition is important because [describe why].
Interesting	This is interesting. I had not thought about this before.	This resonated with me because I have had [describe some experience]. I also see [describe the topic] mentioned frequently in the news like in a recent story [describe story].

Submission and Evaluation: You should submit annotations for the indicated readings. **Your three lowest annotation grades will be dropped (this includes any annotations you do not turn in, so feel free to skip when you are busy).** Be sure to check your annotation grades frequently, as simply completing five annotations will not get you credit if those annotations are not substantive.

If you experience some problem completing annotations in Perusall, you can e-mail me your annotations by the time they are due.

I evaluate annotations in the following way:

- I will engage with you in Perusall by responding to questions and annotations.
- After annotations are due, I count the number of annotations you submitted to ensure you submitted at least five annotations. I then check to ensure that your annotations are

substantive. This is not an exact science, which is why I drop your three lowest annotation grades. You will receive an evaluation of:

- Complete (100%): Excellent annotations: at least five substantive annotations; material is engaged well.
- Incomplete (0%): Unsatisfactory annotations: poor quality annotations (only short responses or not substantive responses) or fewer than five substantive annotations. Or no submission/submitted late.
- Each individual annotation grade is only a small part of your overall course grade. Missing one annotation will not impact you much, but missing many will.

Class Engagement (10%)

I hope that class time will be a productive space to discuss readings, work in groups to complete activities, teach your peers, and relate the course to your life experiences. Class engagement goes beyond simply showing up for class, though being in class is definitely an important component.

I will evaluate class engagement based on the following criteria: Listen respectfully, ask respectful questions, and actively participate. You play a critical part in maintaining an inclusive classroom climate. You must participate both during class and during the work we do outside of class (annotations, projects, et. cetera); if you feel uncomfortable participating, please reach out to me so we can figure out a way for you to be engaged.

Evaluation: The final class engagement grade will be assigned at my discretion based on a holistic evaluation of your performance. If you have concerns about your engagement, please discuss them with me during the quarter. We can work together to help you do well in this component of the course.

Security Council Meeting 1 (20%)

Our first Security Council meeting will cover an emerging crisis and call on member states to develop ways to respond to the crisis. In order to do so, you will work in a small group to develop the following that will be turned in prior to the meeting. Depending on the size of the class, the group will either consist of the members of your state's delegation or there may be a need to combine delegations. If you combine delegations, then choose one member state for all members in the group to represent.

We will choose a crisis from a compilation of several crises developed for use in UN Security Council simulations.

Your group will produce the written components necessary to engage in a meeting of the UN Security Council. The group will submit one copy of each of the following to Moodle in a single document. These documents *must* be as realistic as possible.

The actual class period scheduled for the simulation will consist of a Security Council meeting, which operates in essentially the same way as does the General Assembly. Dr. O'Brochta will serve as the presiding officer. Be prepared for surprises!

Position Paper

A position paper describes your country's position on the crisis at hand. Position papers should be written in narrative form and demonstrate extensive research into the crisis, knowledge of existing policies and actions that your country has supported, and familiarity with prior UN resolutions, debates, and statements relevant to the crisis. Position papers should include three sections: topic background, country policy, and proposed solutions. The topic background section should provide an overview of the crisis as it relates to your country. The country policy section should discuss your country's official position on the crisis. The proposed solutions section should describe possible solutions to the crisis including specific actions that your country commits to taking and any suggested resolutions that the Security Council should adopt.

Your group's position paper should be 1,000 to 1,500 words in length. In your position paper, you should state applicable resolutions and reports that your country believes is relevant to the crisis. However, position papers do not include references or in-text citations.

There are countless guides on position papers available online. This one may be particularly helpful, though be sure you are following the rubric expectations (including the expectation about length) which might differ from online resources:

<https://www.nmun.org/assets/documents/nmun-pp-guide.pdf>

Other Members Memo

In addition to your position paper, your group is responsible for being informed about the kinds of positions that other member states are likely to take regarding the crisis. To do so, your group will produce an Other Members Memo. This memo will describe the likely policy positions of each other member state on the Security Council (including the United States). Your group will need to conduct research on prior positions held by each member state that might be applicable to this crisis. In the Other Members Memo, create a header for each other member state and describe their likely policy position on the crisis in at least one paragraph. You should use your sources using in-text citations and an APSA formatted references list. The Other Members Memo should be between 1,500 and 2,000 words (excluding references).

Meeting Strategy

Write a minimum 500 word narrative describing what your member state would like to happen during the Security Council meeting. Include any details you think are relevant like: who are your main allies?, who do you need to speak to during breaks?, how much do you want to try to speak?, et. cetera. Make this document realistic based on your member state's actual alliances and power on the Security Council.

Opening Statement Speech

Write a two-minute (about 300 word) opening statement for your country describing your position on the crisis. Make your speech as realistic as possible both in terms of how member states speak on the Security Council and your member state's likely position on the crisis.

Resolutions

Write three resolutions your member state would like to get passed to address this issue. Make your resolutions as realistic as possible; research other resolutions passed by the Security Council and write your resolution in the same style.

Security Council Meeting 1 Grading Rubric

156 points	Outstanding	Proficient	Needs Improvement
Position Paper			
Is 1,000 to 1,500 words	4	2	0
Topic background describes prior UN action on this issue (with explicit references)	14 12	10 8 6	4 2 0
Topic background effectively summarizes all information necessary to understand the topic	5 4	3 2	1 0
Country policy traces all applicable laws, resolutions, and policy decisions	5 4	3 2	1 0
Country policy coherently describes country position on the issue	5 4	3 2	1 0
Proposed solutions are reasonable given country policy and topic background	10 8	6 4	2 0
Proposed solutions are detailed enough for a resolution to be written	5 4	3 2	1 0
Other Members Memo			
Is 1,500 to 2,000 words	4	2	0
Effectively summarizes each country's policy positions	20 18 16 14	12 10 8	6 4 2 0
References resolutions, statements, and other UN policies relevant to each country's policy positions	14 12	10 8 6	4 2 0
Cites scholarly articles and news articles as evidence to establish each country's policy positions	14 12	10 8 6	4 2 0
Reference list in APSA citation style	4	2	0
Meeting Strategy			
Is realistic based on your country's power and past actions (describe why the actions are realistic)	10 8	6 4	2 0
Lists and describes major decisions that your country aims to take during the meeting	5 4	3 2	1 0
Opening Statement			
Is written in a compelling way	5 4	3 2	1 0
Articulates your country's position backed up by evidence	10 8	6 4	2 0
Resolutions			
Are written using realistic terminology and formatting	10 8	6 4	2 0
Are detailed and describe realistic actions that could conceivably pass	10 8	6 4	2 0
Present evidence in a compelling way	10 8	6 4	2 0

Country Reports (10%)

As part of our classes that follow the General Assembly format, students will be asked to prepare country report presentations that connect the topic to current events and political events in the country they are representing. There are nine General Assembly sessions; you will sign up for three country reports and submit them before class. Of these three reports, you will present one report to the class during our General Assembly meeting.

A country report requires you to link the class topic to a current event in your member state. The purpose is to identify a problem related to that topic present in your member state that could serve as part of the agenda for that day's General Assembly meeting.

Each country report should be at least 500 words in length. On the day you are presenting your country report, you will be responsible for speaking about your report to the class for about two minutes (time limits may change depending on class size).

Evaluation: Your country reports are due on Moodle on the days you sign up for. On the last day of the quarter, we will conduct an in-class activity with your country reports where you will complete a self-assessment; if you are not in class on that day, you must complete the self-assessment before class time. I will read your self-assessment and reserve the right to adjust the grade you give yourself. Your self-assessment will include the following questions exactly as written. This means that your country reports should meet all of the criteria listed below.

1. My country reports describe current and relevant problems in my member state, citing news reports and other sources.
2. My country reports clearly engage with the class topic for the day and describe this connection explicitly.
3. My country reports are written clearly and concisely and present enough information to be easily understood.
4. If you were to evaluate your country reports on a grading scale from A to F based on how well they fulfill the above listed criteria, what grade would you assign and why?

Class Notes (10%)

All United Nations meetings are extensively documented to ensure that all speeches, motions, and resolutions are accurately recorded. You are responsible for keeping a detailed record of all proceedings in class. To complete your class notes, take notes either in a physical notebook or in a computer file. I encourage you to take notes by hand, as doing so improves retention.² The dates when the minutes are to be submitted are clearly marked on the syllabus. If you are taking notes in a physical notebook, you should create an electronic copy of your minutes (scan or take pictures) to submit on the indicated class days. In order to earn an "A," your minutes must meet all of the self-assessment criteria listed below.

² Smoker, Timothy J, Carrie E. Murphy, and Allison K. Rockwell. 2009. "Comparing Memory for Handwriting versus Typing," *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* 53(22):1744-1747.

Please remember that your class notes must be your own work. If you are absent, talk to a friend about what happened in class and create your own notes for that class period. You are free to collaborate with other students as long as you write the entirety of your class notes. Copying notes from other students without appropriate attribution is plagiarism.

Your class notes will take one of two forms depending on the format of the class:

Discussion Class Format: For discussion classes, take notes as you might do in any other class.

Students often struggle to organize their notes and ask for suggestions to help. There is no one-size-fits all organizational method or process. I recommend the following process:

1. Create a header for each class section before class.
2. As class starts, list the day's objectives.
3. Begin taking notes in the notes section. Each topic, discussion, or activity should have its own item in a numbered list. Fill in detailed notes --- phrases, ideas, and descriptions --- as class proceeds.
4. **Important!** After class is over, go back to your notes. Fill in key terms, additional notes that you missed, and write a brief reflection. This process should take about 15 minutes per class.

Following this process will result in notes that meet the criteria and will look like this template:

September 8: Introductory Class

Objectives: [bulleted list of objectives]

Key Terms: [bulleted list of at least two key terms from class]

Notes: [numbered list with each topic/discussion/activity from class followed by detailed notes]

Reflection: [two sentence reflection on that day's class]

General Assembly or Security Council Class Format: For General Assembly or Security Council classes, the same principles apply: record the relevant motions, debates, procedures, and in class activities. Because there is a lot going on during the simulation, you can choose to focus your class notes on exactly what you did during the simulation. What actions did your country take? What did your country think about other motions, speeches, or resolutions? What was your role in the different in class activities?

Evaluation: Twice during the quarter, I will ask you to submit your class notes. Those dates are marked on the topics and readings. Your minutes should be submitted to Moodle before class.

We will conduct an in-class activity with your class notes where you will complete a self-assessment; if you are not in class on that day, you must complete the self-assessment before class time. I will read your self-assessment and reserve the right to adjust the grade you give

yourself. Your self-assessment will include the following questions exactly as written. This means that your class notes should meet all of the criteria listed below.

1. My class notes are organized. Each class day is labeled with a heading, and I have used a consistent system to organize my notes.
2. My class notes are complete. They include the main ideas from each class (including any I may have missed). I could refer back to my class notes and describe the terms, concepts, and activities that took place during class to a friend who was not there. This includes General Assembly and Security Council meeting main procedures, agenda, resolutions, and in class activities.
3. My class notes entries are sufficiently detailed. Taking good notes involves summarizing, paraphrasing, and re-stating in your own words. My class notes entries contain enough detail that a friend who is not in the class could use them to study for a quiz or test (and get a good grade!) or describe the General Assembly/Security Council meeting fully. While there is no set length requirement for entries, in general, each entry should be a few hundred words.
4. My class notes are my own work. Copying notes from other students without appropriate attribution is considered plagiarism.
5. If you were to evaluate your class notes on a grading scale from A to F based on how well they fulfill the above listed criteria, what grade would you assign and why?

Research Proposal (35%)

We are working as applied political scientists in this course, and applied political scientists use research as a way to inform their community and public engagement. Our goal is to gain exposure to each part of the political science research process and to practice these components by developing a research proposal. The research proposal will provide you with the opportunity to work collaboratively with others in the class to learn more about what career political scientists do and to develop skills that transfer to different careers. This research proposal will give you an introduction to the extensive research article writing process that we will work through in Pols 345. Shout out to students I have taught in Pols 201 where you were exposed to the fundamental concepts that we will expand here.

Research Question (5%)

Your research proposal will address a research question: a problem that you feel needs to be addressed or a puzzle you have discovered. You will use this research question to write all the other components of your research proposal, though it is perfectly okay if your question shifts slightly as the course progresses. Your research question and proposal must be different from any research questions you have used in previous courses.

For this assignment, write a *one sentence* research question followed by a 250-word description of your question. In the description, include why you think the question is interesting and how the question relates to contemporary issues in comparative politics. Since this is a course on comparative politics, your research question should be applicable and of interest to scholars of comparative politics.

Evaluation: Your research question and paragraph description will be evaluated based on the following rubric.

Research Question Grading Rubric

21 points	Outstanding	Proficient	Needs Improvement
Research Question			
Is concise	2	1	0
Presents a puzzle/addresses a debate in the field or in public policy	5 4	3 2	1 0
Sets up a project that is falsifiable, not descriptive	2	1	0
Can plausibly be tested empirically	2	1	0
Description			
States why the question is relevant and important (at least 4 sentences)	5 4	3 2	1 0
Describes how the question fits into contemporary political discourse	5 4	3 2	1 0

Annotated Bibliography (5%)

An annotated bibliography summarizes sources and helps prepare you to write a literature review. For this assignment, created an annotated bibliography by collecting at least ten scholarly sources that you cite in APSA format with a one paragraph explanation of how each source addresses your research question.

Evaluation: Your annotated bibliography will be evaluated based on the below rubric.

Annotated Bibliography Grading Rubric

61 points	Outstanding	Proficient	Needs Improvement
Source Selection			
Uses APSA citation style	10 8	6 4	2 0
Cites at least ten sources	4	2	0
Includes a range of publication years	4	2	0
Sources are canonical and/or closely related to the research question (only journal articles or academic books are cited, no websites or news stories)	5 4	3 2	1 0
Sources are grouped into “schools” depending on the theoretical arguments and empirical findings	10 8	6 4	2 0
Each school has a meaningful name	4	2	0
There are several sources for each school	4	2	0
Descriptions			
Each source is summarized in at least a paragraph	10 8	6 4	2 0

Each source has a description of how you plan to use the work in your article which is an additional several sentences or paragraph	10 8	6 4	2 0
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Literature Review (10%)

A literature review focuses readers’ attention on research that directly attempts to answer your research question. Your annotated bibliography summarizes sources; the literature review uses sources to describe why your research question is interesting and worth investigating. Construct a minimum 1,500 word literature review that contextualizes your research question within existing literature. **Literature reviews of fewer than 1,500 words will receive a 0.**

Evaluation: Your literature review will be evaluated based on the below rubric.

Literature Review Grading Rubric

81 points	Outstanding	Proficient	Needs Improvement
Has an appropriate title	4	2	0
Begins with an introduction summarizing the “schools” and distinguishing your research question from them	10 8	6 4	2 0
Does not summarize cited work	5 4	3 2	1 0
Only includes relevant sources for identifying a theoretical gap in the literature and building your theoretical argument	10 8	6 4	2 0
Each paragraph is directly related toward contextualizing and describing the importance of your research question	20 18 16 14	12 10 8	6 4 2 0
Your research question is clear and clearly differentiated from prior work	10 8	6 4	2 0
Minimal direct quotations are used	5 4	3 2	1 0
Ends with a conclusion discussing how your research question builds on the literature	5 4	3 2	1 0
APSA Citation Style	10	5	0
Includes a word count (including only the literature review, not references) at the top of the first page of the document	2		0

Theory (15%)

A theoretical argument provides justification for your hypothesis. We will work to develop a hypothesis backed by a theoretical argument.

Your theory paper will begin with a cover page called a change sheet that lists all of the changes you made to your literature review since you last submitted it. Take as much or as little space for

this cover letter as you need to provide a detailed description of the changes you made. You should then include a revised literature review (but not the annotated bibliography). You should include a theory paper of at least 1,500 words that meets the below requirements. Finally, you should include a references list in APSA format. **Theory papers of fewer than 1,500 words will receive a 0.**

Evaluation: Your theory will be evaluated based on the below rubric.

Theory Grading Rubric

95 points	Outstanding	Proficient	Needs Improvement
Change sheet is detailed	10	5	0
Revisions to Literature Review	10 8	6 4	2 0
Theory Section			
Has an informative title	4	2	0
Transitions well from the literature review	5 4	3 2	1 0
Begins with a summary paragraph stating the hypothesis and describing the steps that connect the theoretical argument	10 8	6 4	2 0
Uses a “flow diagram” and inserts an image of the diagram	5 4	3 2	1 0
Explicitly walks through each step of the “flow diagram” with appropriate justification	14 12	10 8 6	4 2 0
Sources are appropriate and are cited as evidence, not summarized	10 8	6 4	2 0
Addresses alternative mechanisms and explains why they are unlikely	5 4	3 2	1 0
Concludes by restating your argument and how it is distinct from past explanations	5 4	3 2	1 0
Hypothesis			
Follows “if/then” format	5 4	3 2	1 0
Is clear and concise	5 4	3 2	1 0
Is falsifiable	5 4	3 2	1 0
Includes a word count (including only the theory section, not references or the literature review) at the top of the first page of the article	2		0

University Policies and Resources:

- Coronavirus Policies:
 - Students are required to comply with all statewide, systemwide, and university-wide coronavirus related policies and regulations.
 - Students can access COVID-19-related information, guidelines, FAQs, and policies at Louisiana Tech’s website: <https://www.latech.edu/coronavirus/>.
 - Students who are feeling ill with COVID-19 symptoms, have been exposed to, or have tested positive for COVID-19 should not come to class and should contact Stacy Gilbert, Dean of Student Services and Academic Support (stacyc@latech.edu). If experiencing symptoms, please contact Tech Care at 318-257-4866 or your family physician for an appointment.
 - The direct link to the reporting protocol for students exposed to, displaying symptoms of, or testing positive for COVID-19 is located at <https://www.latech.edu/coronavirus/return-to-campus-plan/>. Students must reach out to Stacy Gilbert, Dean of Student Services & Academic Support, at stacyc@latech.edu for help with accommodations and additional information. Accommodations may not be granted until proper University protocol has been followed. Short-term COVID-19 accommodations are not disability accommodations.
 - Failure to comply with the Safety Protocols listed in the Back to Campus Culture of Caring booklet, [latech.edu/documents/2020/07/covid-return-book.pdf](https://www.latech.edu/documents/2020/07/covid-return-book.pdf), specifically states on pages 5-7 about masks and social distancing, could result in students being in violation of the Classroom Behavior Policy listed on page 123 of the Student Handbook [latech.edu/documents/2018/09/student-handbook.pdf](https://www.latech.edu/documents/2018/09/student-handbook.pdf).
- Accommodations: Students needing testing or classroom accommodations based on a disability are encouraged to discuss those needs with me as soon as possible. Please plan to make your request to me at the beginning of the quarter (during the first two weeks of classes) either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Testing and Disability Services Office is needed. Disability information is confidential. Information for Testing and Disability Services may be obtained in Wyly Tower 318 or <https://www.latech.edu/current-students/student-advancement-affairs/disability-services/>.
- Academic Honor Code: Students pledge the following: “Being a student of higher standards, I pledge to embody the principles of academic integrity” <https://www.latech.edu/current-students/student-advancement-affairs/student-conduct-integrity/>.
- Hazing: In compliance with Acts 635, 637, and 640 of the 2018 Regular Session and Act 382 of the 2019 Regular Session of the Louisiana Legislature and the 2019 Board of Regents Uniform Policy on Hazing, the System reaffirms its policy that any form of hazing of any student enrolled at any institution of the System is prohibited. Violations of this Policy can result in both disciplinary action imposed by the organization and/or institution as well as criminal charges.
- Emergency Notification System: All Louisiana Tech students are strongly encouraged to enroll and update their contact information in the Emergency Notification System. It takes just a few seconds to ensure you are able to receive important text and voice alerts

in the event of a campus emergency. For more information on the Emergency Notification System, please visit <https://www.latech.edu/current-students/student-advancement-affairs/university-police/emergency-notification-system/>.

- **Moodle:** We will use Moodle throughout the quarter. As part of the University's Disaster Recovery Plan, all courses at Louisiana Tech will be making use of Moodle during any emergency that closes the University. It is your responsibility to monitor course announcements and assignments on Moodle during a natural disaster or other emergency event.
- **Title IX:** Please note that faculty are not confidential reporters for sexual misconduct. As a faculty member, I promise to keep all discussions with students as private and confidential as legally allowed. You may make a non-confidential report of sexual misconduct directly to the Title IX Compliance Director Mortissa Harvey (mharvey@latech.edu, 318-257-5911). You may obtain confidential support from the Counseling Center (counseling@latech.edu, 318-257-2488, Keeny 310).
- **Counseling Center:** The Counseling Center provides a variety of services for students with personal, educational, and career concerns; these services are free and are provided by licensed professional counselors. More information may be found at <https://www.latech.edu/counseling-services/>.
- **Writing Center:** All students are encouraged to take advantage of free writing help offered by the writing center. Information can be found at <https://www.latech.edu/current-students/barc/writing-center/>
- **Campus Food Pantry:** All students welcome Monday to Thursday 12PM-3PM. <https://www.latech.edu/food-pantry>
- **Graduation:** All fall degree candidates must register for graduation. More information can be found at <https://www.latech.edu/current-students/registrar-office/graduation/>.