

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: POLITICAL SCIENCE

COLLEGE: CAS

DEPARTMENT CONTACT: RICHARD STAHLER-SHOLK

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1. Subject Code, Number, and Title: PLSC 211, Introduction to Comparative Government

2. Credit Hours 3

3. Course Description

“Using a comparative focus, identifies important similarities and differences in the structure and the behavior of foreign political systems, principally, but not exclusively, European.” [from course catalog; will be proposing new description]

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
- Global Awareness
- U.S. Diversity
- Knowledge of the Disciplines**
- Arts Humanities
- Science Social Science

Learning Beyond the Classroom (*LBC designation*)

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students. Note: *The Writing-Intensive courses are designed to provide students with the opportunity to continue to develop their writing through engagement with disciplinary strategies and conventions. Those proposing a WI course should explain in the rationale how and why the course is a writing-intensive course.*

From the fall of the Berlin Wall to the rise of ethnic and religious nationalisms to the new challenges of a global marketplace, the world's politics are in transition. As people and events around the world become more interconnected, it is increasingly vital to understand the dramatic political changes going into the 21st century in order to gain global awareness and perspectives on the diverse world in which we live. This course offers an introduction to the study of politics and political issues in countries around the world, with particular focus on cases selected to reflect the diversity of societies and political systems. In comparing specific national responses to common problems, we will be learning not only about how governments work and how people change their form of government, but also about methods of comparative analysis (i.e., how to gain perspective through comparison); and about how the global context shapes and interacts with diverse peoples and governments. The course material is organized thematically; countries of diverse economic, social, and cultural types will be compared regarding a variety of topics (such as democracy, authoritarianism, capitalism, socialism, nationalism, development, globalization). This course satisfies the Global Awareness requirement of EMU's General Education curriculum.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

(a) General Education outcomes:

- i. Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community:

This course examines the ways in which various global structures pose political and social challenges for diverse nation-states. Some of the global forces examined in the course include the Cold War and post-Cold War alignments and power configurations; economic modernization and the spread of the market model; and globalization and regional integration arrangements. (See syllabus, Attachment 1, Weeks 9, 11-13.) Students see videos that highlight some of the ways different societies experience global issues (such as “Global Assembly Line,” a classic documentary about the issue of global outsourcing that examines sweatshops in the Philippines and Mexico as well as factory closings in the United States).

The course considers the impact in different countries of global issues such as poverty and lack of access to education. One example is a class exercise designed to help students realize the impact of different levels of economic development, social and cultural fragmentation, etc. in different parts of the global community by discussing what the world would look like (in terms of demographics, living standards, languages, etc.) if it were reduced to the scale of a single village (see Attachment 2, “If the World Were a Village of 100 People”). Films are also used (such as “India Unveiled: Emergence of the State” and “Mexico: End of an Era”^Λ to illustrate both cultural diversity and universality of global problems.

ii Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community:

The issue of perspective and positionality of the observer (i.e., how our comparison may be shaped by the U.S. perspective and experience) is introduced early in the semester (see Weeks 1 and 2 of the syllabus). Readings with first-person perspectives (e.g., Judith Adler Hellman, Mexican Lives, and Jan Wong, Red China Blues) are used to help students understand cultural diversity and its relation to comparative politics. Students are asked to identify the position of the narrators and other characters in these readings, compare it to their own perspective, and discuss how awareness of these differences in vantage points can be used to improve comparative analysis.

While many students would take Introduction to American Government (PLSC 112) before taking Introduction to Comparative Government (PLSC 211), this course includes the case of the United States in an explicitly comparative perspective. In considering concepts and methods of comparative analysis (see Week 3 of syllabus), students learn the “Most Similar Systems” and “Most Different Systems” comparative methods. They will develop conceptual tools and categories to locate the U.S. among the industrialized, liberal capitalist democracies; and to compare aspects of U.S. society and politics with similar and dissimilar systems. This includes identifying explanatory factors in U.S. political history, such as the institutional fragmentation of state power reflecting the independence movement against an absolutist monarchy; distinctive aspects of political culture associated with the thesis of “American exceptionalism”; and aspects of U.S. political economy such as a more limited welfare state than other industrialized democracies. As an example of a class exercise to reinforce this global perspective, see Attachment 3 (“Developing Global Perspective”) in which students are asked to explain the U.S. political system to a hypothetical extraterrestrial visitor.

The section of the course on Political Culture & Ideology (Week 6 of syllabus) compares different patterns of political and civic culture and types of political participation, locating the U.S. in comparison with other societies. Students consider how institutions of socialization (schools, media, family, religion) have shaped their own perspectives, and compare that to other societies (see the class exercise in Attachment 4).

- iii. Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts:

One way this objective is met is by considering the historical impact of global issues and forces that have shaped the political history of diverse nation-states. These include colonialism and decolonization (comparing, for example, the impact on a colonial power such as the United Kingdom and a colony seeking independence such as India); nationalism and the impact on state formation (comparing, for example, unifying forms of nationalism in early state formation in 17th-19th century Europe with xenophobic and divisive forms of nationalism such as mid-20th century fascism; revolutionary and non-revolutionary national liberation movements in the developing world, such as China vs. India). The course examines ideologies that have driven social and historical change, such as nationalist and other ideologies (Weeks 5-6), classical liberalism and fascism (Week 8), Marxism and the rise and fall of Communist Party states (Week 9). The course also explores the various factors affecting conflict over regime change, particularly the tension between authoritarian forms of government and democracy (Weeks 10-11), and the role of internal and external forces affecting regime change.

- iv. Explore the cause and consequences of social, cultural, and racial intolerance in the world:

The course explores the emergence and political impact of liberal-democratic ideals, such as individual rights and freedoms, and limits on state power (Weeks 6-8). This ideological framework is contrasted with various forms of intolerant ideologies and political systems including fascism (Week 8) and one-party, personalistic, or bureaucratic variants of authoritarianism (Weeks 9-10).

The course examines contemporary tendencies toward xenophobic and intolerant, narrow nationalisms based on specific religions or ethnicities (Week 14), looking at cases such as Iran's theocracy and Iraq's post-Gulf War fragmentation along sectarian ethnic and religious lines.

- v. Analyze and synthesize information from diverse sources to make informed decisions regarding global issues:

Through discussion of the question of perspective in the first-person readings (e.g., Hellman and Wong), students learn to assess critically the sources and perspectives represented.

Students are also encouraged to explore coverage of events around the world from sources beyond just the U.S. (see internet resources, p. 2 of syllabus). Class exercises are used (see Attachment 5) in which students compare media coverage of political events around the world (for example, *The New York Times* and BBC) and evaluate differences of perspective and possible reasons for those differences.

Discussion of current events is integrated into the course, applying course concepts to contemporary political developments around the world (see last paragraph of p. 1 of the syllabus, Attachment 1). In those discussions, students consider and evaluate the source and perspective of the information presented.

(b) Methods of Evaluation:

Students are evaluated primarily in the form of three exams; each containing a combination of short-answer questions to assess familiarity with basic concepts and historical patterns in comparative politics, and essay questions intended to assess analytical understanding of the reasons for some of the similarities and differences among diverse nation-states. Short quizzes and in-class assignments are also used for evaluation.

The questions in the exams (see Attachments 6, 7, and 8) are intended to stimulate critical thinking about diversity in global perspective. Students are expected to learn not only about some of the differences in political systems, but also to explain the dynamic factors that lead to political diversity and political change. This requires an appreciation of how and why other countries differ from their own, i.e. an ability to see the world in a perspective that is not ethnocentric.

Specific examples of assessments of Global Awareness outcomes include:

- Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.

From Exam 3, Attachment 8:

Essay Q3. Compare the political impact of market reforms in post-Maoist China, post-Soviet Russia, and post-debt crisis Mexico. What patterns do you see, and how can they be explained?

Essay Q4. Compare the end of the Cold War with the end of colonialism. What similarities and differences do you find in the way these changes in the international system affected domestic politics in various groups of states? How did each of these events affect the identities of nations and states?

- Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.

From Exam 1, Attachment 6:

Essay Q2. Compare the political cultures of China during the time Jan Wong describes (1960s/70s), Mexico before 2000, and the U.S. today, illustrating with specific examples. What accounts for some of the differences? How have they shaped forms of participation in each political system?

- Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.

From Exam 1, Attachment 6:

Essay Q1. Comparing political histories, particularly in the period of formation of the nation-state, can help explain later features of their political systems. What kind of political systems do the U.K., India, and China have today? How might their similarities and differences be explained in terms of their experiences of state formation, imperialism or colonialism, and nationalism?

- Explore the causes and consequences of social, cultural, and racial intolerance in the world.

From Exam 2, Attachment 7:

Essay Q2. Following WWII, Japan and Germany underwent dramatic changes from fascism in the 1930s-40s to liberal democracies, and they became the world's #2 and #3 economies respectively. What were some key factors in the stability of the new regimes? What are some challenges to their stability in the last decade, and how have those systems responded?

Essay Q3. Post-communist Russia and post-PRI Mexico are in periods of political transition. What elements of authoritarianism or liberal democracy would you identify in each case? What kind of political system do you think each will become, and why?

From Exam 3, Attachment 8:

Essay Q2. Looking at trends in politics around the world, some say globalization is pulling the world together into a "global village," while others say the rise of xenophobic ethnic and religious nationalisms is pulling people (and states) apart. What do you think will be the lasting political effects of these opposing trends, and why?

- Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

See Attachment 5, "Critical assessment of information sources on global issues."

In this exercise, students learn about the role of the media (along with other social institutions such as family, religion, and schools) in political socialization, i.e. the shaping of attitudes that affect views of politics and government. Specifically, they compare coverage of political news in major media of two relatively similar systems (U.S. and U.K.), and they are asked to identify and explain the differences in emphasis and perspective.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

[See Attachment 1]

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For 16 Against 0 Abstentions 0

Signed copy on file
Department Head

3/12/2007
Date

2. College

College Dean

Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date

SAMPLE SYLLABUS FOR GENERAL EDUCATION/GLOBAL AWARENESS

**Introduction to Comparative Government, PLSC 211
Eastern Michigan University**

Rationale:

From the fall of the Berlin Wall to the rise of ethnic and religious nationalisms to the new challenges of a global marketplace, the world's politics are in transition. As people and events around the world become more interconnected, it is increasingly vital to understand the dramatic political changes going into the 21st century in order to gain global awareness and perspectives on the diverse world in which we live. This course offers an introduction to the study of politics and political issues in countries around the world, with particular focus on cases selected to reflect the diversity of societies and political systems. In comparing specific national responses to common problems, we will be learning not only about how governments work and how people change their form of government, but also about methods of comparative analysis (i.e., how to gain perspective through comparison); and about how the global context shapes and interacts with diverse peoples and governments. The course material is organized thematically; countries of diverse economic, social, and cultural types will be compared regarding a variety of topics (such as democracy, authoritarianism, capitalism, socialism, nationalism, development, globalization). **This course satisfies the Global Awareness requirement of EMU's General Education curriculum.**

Course objectives/outcomes:

- 1) In fulfillment of the Global Awareness objectives of the General Education curriculum, students will:
 - Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.
 - Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.
 - Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.
 - Explore the causes and consequences of social, cultural, and racial intolerance in the world.
 - Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.
- 2) In this introduction to one of the main subfields of Political Science, students will also:
 - Learn some of the basic concepts and vocabulary of political analysis that can be applied across a variety of political systems.
 - Develop an understanding of the methods of comparative political analysis.
 - Learn basic information about the political history of selected nation-states representing diverse regime types.
 - Develop critical thinking skills in analyzing causal factors shaping national political systems and political change.

Course description:

The course material is organized thematically; countries of diverse economic, social, and cultural types will be compared regarding a variety of topics. This strategy of identifying political similarities and differences, then developing and testing explanations, can be used to analyze politics anywhere. Course readings highlight comparative aspects of selected industrialized liberal capitalist democracies (such as Britain, the U.S., France, Germany); communist and post-communist states (China & Russia); and the misnamed “Third World” (India, Mexico, Nigeria, Iran and Iraq). Particular attention will be focused on patterns of political change around the world in the late 20th/early 21st century. **Part I** of the course takes a critical look at comparative politics itself: How do we develop a systematic comparative perspective, and how does a comparative approach help us understand a diverse world and our own place in the global community? **Part II** of the course provides an overview of some historical patterns and concepts that are useful tools for comparative political analysis. **Part III** compares different types of regimes, focusing on such categories as capitalism, socialism, democracy and authoritarianism. **Part IV** examines world political trends in comparative perspective, including issues of democratization, development, and the phenomena of nationalism and globalization.

Students are expected to come to each class prepared to participate in discussion of the assigned reading. You should also follow current political developments around the world. Good sources include the daily *New York Times* or *Washington Post* (available online). Periodicals with analysis of politics around the world include *The Economist*, *The Nation*, and *Current History*. Good radio news broadcasts include the non-commercial Free Speech Radio News (online at <http://www.fsrn.org> or broadcast on WCBN, 88.3 FM, 5:00-5:30 p.m. Mon.-Fri.); BBC world news (online at <http://news.bbc.co.uk/1/hi/world> or broadcast on WUOM, 91.7 FM, 9:00-10:00 a.m. Mon.-Fri.); or National Public Radio (<http://news.npr.org> or WEMU, 89.1 FM, on the hour).

The publishers of your textbook have a Web site with chapter outlines and supplementary materials, as well as links to other Internet resources:

<http://www.politicalscience.wadsworth.com/hauss05/> (click on “Companion Site”)

Some excellent sources of information on politics in countries around the world include:

<http://www.politicalresources.net> Political Resources on the Web
<http://www.nationsonline.org/oneworld> One World - Nations Online
<http://www.gksoft.com/govt/en/world.html> Worldwide Governments on the WWW

Other useful sites for coverage of current events include:

<http://www.oneworld.net/news/today> (London-based, news with Third World focus)
<http://cnn.com/WORLD/index.html> CNN World News
<http://worldnews.com> World News Network (compilation of international media reporting on politics around the world)

There will be three exams during the semester (including the final). Academic dishonesty, defined in the EMU “Conduct Code and Judicial Structure for Students and Student Organizations,” will be penalized. Exams will cover material from the readings **and** class. Students are expected to do the assigned reading before each class, and also read a daily newspaper or similar news source.

Grades will be calculated as follows:

Exam #1	= 20%
Exam #2	= 30%
Exam #3	= 30%
Class participation, including attendance & class assignments	= $\frac{20\%}{100\%}$

Occasional class assignments may include presentations, quizzes, or short written assignments. Late work will be reduced one letter grade per day, and missed exams or quizzes will receive a zero, unless there is a legitimate documented excuse.

You are also responsible for regularly checking your email account at <http://my.emich.edu>, where you may occasionally receive announcements and materials relevant to the class. (If you prefer to use another email address, you should set up your “my.emich” account to automatically forward to the other address.)

All required readings are contained in the following books, available at any of the bookstores that serve the campus:

Hauss, Charles, Comparative Politics: Domestic Responses to Global Challenges, 5th ed. (Belmont, CA: Thomson Wadsworth, 2006)

Hellman, Judith Adler, Mexican Lives (N.Y.: New Press, 1995)

Wong, Jan, Red China Blues: My Long March from Mao to Now (N.Y.: Doubleday/Anchor, 1997)

PART I: WHY AND HOW TO BE COMPARATIVE

Week 1 - INTRODUCTION

Hauss, Ch. 1 (Seeking New Lands, Seeing With New Eyes)

Week 2 - THINKING COMPARATIVELY

- Wong, Prologue & Chs. 1-2
- Hellman, Introduction

Week 3 - CONCEPTS AND METHODS

- Hauss, Ch. 2 (The Industrialized Democracies)
- Hauss, Ch. 3 (The United States)

PART II: DIMENSIONS OF COMPARISON - POLITICS AROUND THE WORLD

Week 4 - THE NATION-STATE IN COMPARATIVE PERSPECTIVE

- Hauss, Ch. 4 (Great Britain)
- Hauss, Ch. 12 (India)

Week 5 - NATIONALISM AND REVOLUTION

- a) Hauss, pp. 303-26 of Ch. 11 (The Third World)
- b) Hauss, Ch. 10 (China)

Week 6 - COMPARING SOCIETIES: POLITICAL CULTURE AND IDEOLOGY

- a) Wong, Chs. 3-5
Hellman, Ch. 1
- b) Wong, Ch. 6

Week 7 - COMPARING REGIMES: INTEREST GROUPS, PARTIES, AND ELECTIONS

- a) Hauss, Ch. 16 (Mexico)
Hellman, Ch. 2
- b) **** FIRST EXAM ** (in class)**

PART III: EXAMINING REGIME TYPES

Week 8 - CAPITALISM, FASCISM, AND LIBERAL DEMOCRACY

- a) Hauss, Ch. 5 (France)
- b) Hauss, Ch. 6 (Germany)

Week 9 - STATE SOCIALISM, THE COLD WAR AND POST-COLD WAR ERAS

- a) Hauss, Ch. 8 (Current and Former Communist Regimes)
Hauss, Ch. 9 (Russia)
- b) Wong, Chs. 7-10

Week 10 - VARIETIES OF AUTHORITARIANISM

- a) Hellman, Chs. 3-4
Wong, Chs. 11-13
- b) **** SECOND EXAM ** (in class)**

PART IV: FORCES OF CHANGE IN COMPARATIVE POLITICS

Week 11 - DEMOCRATIZATION AND DEVELOPMENT

- a) Hauss, pp. 326-7 of Ch. 11 (The Third World)
Hellman, Chs. 8-9 & Postscript
Hauss, Ch. 15 (Nigeria)
- b) Wong, Chs. 14-17

Week 12 - STATES AND MARKETS IN THE POST-COLD WAR ERA

- a) Wong, Chs. 18-21 & Epilogue
- b) Hellman, Ch. 5

Week 13 - GLOBALIZATION AND ECONOMIC INTEGRATION

- a) Hellman, Ch. 6
Hauss, Ch. 7 (The European Union)
- b) Hauss, Ch. 17 (Danger...and Opportunity)

Week 14 - NEW NATIONALISMS AND OTHER FORCES OF DISINTEGRATION

- a) Hauss, Ch. 13 (Iran)
- b) Hauss, Ch. 14 (Iraq)
Hellman, Ch. 7 & Postscript

**** FINAL EXAM ****

Attachment 2

PLSC 211, Introduction to Comparative Government

If the World Were a Village of 100 People

If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, the demographics would look something like this:

The village would have 60 Asians, 14 Africans, 12 Europeans, 8 Latin Americans, 5 from the USA and Canada, and 1 from the South Pacific

51 would be male, 49 would be female

82 would be non-white; 18 white

67 would be non-Christian; 33 would be Christian

80 would live in substandard housing

67 would be unable to read

50 would be malnourished and 1 dying of starvation

33 would be without access to a safe water supply

39 would lack access to improved sanitation

24 would not have any electricity (And of the 76 that do have electricity, most would only use it for light at night.)

7 people would have access to the Internet

1 would have a college education

1 would have HIV

2 would be near birth; 1 near death

5 would control 32% of the entire world's wealth; all 5 would be US citizens

33 would be receiving --and attempting to live on-- only 3% of the income of "the village"



Attachment 3

PLSC 211, Introduction to Comparative Government

Class exercise - Developing Global Perspective:

The recent NASA exploratory mission to the planet Mars has resulted in an interplanetary exchange program between our campus and Eastern Martian University. A spaceship of the other EMU students has just landed in Ypsilanti. After slithering out of their craft and performing a brief ceremony around the water tower, they have a question for you. They have heard that the blue-green planet (us) is divided for political-administrative purposes into units called nation-states, though they couldn't see any of the dividing lines as they entered the Earth's atmosphere. They would like you to explain the functioning of the political unit known as the USA, and how it compares to the others on the planet. Form a small group with 3-4 other students you don't know yet, and discuss how you will answer the question.

PLSC 211, Introduction to Comparative Government

Classroom exercise – Comparing Political Cultures (China, Mexico, U.S.)

Divide into groups of 3 (be daring, join with people you don't already know). Choose roles to play: In each group, one person should represent the **political culture** (i.e. the prevailing attitudes, values and beliefs in the society that shape the way people think about government and politics) of one of the three societies we have been studying (China, Mexico, the United States).

Take turns explaining (in 5 minutes) the political culture of your society to representatives of the other two societies. You might distinguish between dominant and dissident value systems; and discuss how “political participation” is understood in your society. Remember that you will have to use comparative terms that can be understood by people from very different societies and political systems.

Then take turns (5 min. each) asking the other two people in your group some questions about aspects of their political culture that might be puzzling to someone from the society that you are representing.

You might want to compare, for example, attitudes about:

political efficacy (belief that your voice is heard and you can make a difference)

political participation

equality

conformity/individuality

goals and prospects for personal socioeconomic advance

authority

trust

loyalty/obligations to others

survival

outlook toward foreigners or the rest of the world

competition/sharing

role of the state in the economy and society

PLSC 211, Introduction to Comparative GovernmentClass exercise – Critical assessment of information sources on global issues

The media are an example of social institutions that shape our views on political issues around the world (a process known as “political socialization”). What information we receive from the media, and the perspective from which it is presented, vary from one country to another.

Visit the web sites of the U.S. newspaper *The New York Times* and the U.K.’s British Broadcasting Corporation (BBC),

<http://www.nytimes.com>

<http://news.bbc.co.uk/1/hi/world>

Write a one-paragraph response to each of the following questions:

- 1) What similarities and differences do you notice in the selection and relative prominence given to various news stories?
- 2) Choose one news story that is reported in both media; what differences in presentation and perspective do you notice?
- 3) What does this comparison suggest about the political cultures of the U.S. and the U.K.?

**Political Science 211, Introduction to Comparative Government
Winter 2007, Eastern Michigan University**

EXAM #1

Part I - Short Answer (45 points). Answer each of the following in a couple of sentences or less.

1. Using the “most similar systems” (MSS) method, what comparative observation can you make about how heavy the tax burden is in the United States?
2. Which ideology--developed in the 17th and 18th centuries in the U.K. and Europe by political thinkers such as John Locke--promoted individualism, markets, and limited government?
3. All of the industrialized capitalist democracies (such as the U.K., Germany, and the U.S.) are welfare states, but they vary on how extensively the state provides protections for the most disadvantaged members of society. What was Prime Minister Margaret Thatcher’s position on the size of the British welfare state?
4. During the Cold War (roughly 1945-89), political systems around the world were often grouped into 3 categories. Which category referred to the industrialized capitalist countries that were governed by representative democracies?
5. Before the Hindu Nationalist Party (BJP) began winning parliamentary elections in India, which party dominated politics from independence in 1947 until the 1990s?
6. Social cleavages can have a significant effect on politics (for example, race in the U.S., or class in the U.K.). Which social divide led to the partition of India and Pakistan into two separate states when they gained independence?
7. What party, led by Mao Zedong, successfully organized a peasant-based revolution that took power in China in 1949?
8. In the U.S. political system, power is divided between three branches of government, and each offsets the power of the others through “checks and balances.” Which branch of government is the most powerful in the British system?
9. What does the term “political socialization” mean, and what is one social institution generally associated with it?
10. In the book Red China Blues, Canadian-Chinese author Jan Wong writes about a number of distinctive aspects of political culture in China which she encountered during the Maoist era. Name one of the new Maoist values and give an example of it from the reading.
11. Give one example of a nation that lacks a state.
12. What is the ideology that appeals to an “imagined community” of people who feel an identity with each other (based on shared experience such as history, language, or culture), so that they will unite behind a common political authority?

13. One pattern of politics common in Mexico and many developing countries involves informal networks of political control, where powerful political bosses make personal exchanges of material rewards for political loyalties. What is the term for this kind of machinery of political control?
14. What kind of party system did Mexico have from 1929-2000?
15. What is the difference between a coup and a revolution?

Extra credit (1 point): If the British prime minister is the head of government, who occupies the position of head of state in that country's political system?

Part II - Essay (55 points). Choose one question, and write an essay answering all parts of the question. Support your points with examples or evidence from readings and classes.

- 1) Comparing political histories, particularly in the period of formation of the nation-state, can help explain later features of their political systems. What kind of political systems do the U.K., India, and China have today? How might their similarities and differences be explained in terms of their experiences of state formation, imperialism or colonialism, and nationalism?
- 2) Compare the political cultures of China during the time Jan Wong describes (1960s/70s), Mexico before 2000, and the U.S. today, illustrating with specific examples. What accounts for some of the differences? How have they shaped forms of participation in each political system?
- 3) The U.S. and the U.K. fall into the same broad category of regime type (representative democracy), but they also differ in a number of aspects of their political institutions. Explain the major differences, and discuss how the institutional differences shape politics differently in the two countries.

**Political Science 211, Introduction to Comparative Government
Fall 2006, Eastern Michigan University**

EXAM #2

Part I - Short Answer (40 points). Answer each of the following in no more than a couple of sentences. (Some require only a word or two.)

1. What significant change was represented by Mexico's 2000 election, in which the former Coca Cola executive Vicente Fox was elected President?
2. The PRI organized Mexican society into "sectors" of workers, peasants, and the middle class, with a single organization (controlled from above) monopolizing representation of that sector. Groups organizing outside these officially designated channels were generally cut off from access to government programs or resources. What is the term that refers to this specific form of political control over interest representation?
3. Name two features of the political institutions of the post-WWII regimes in Germany or Japan that were designed to reinforce political stability and prevent a return to the turmoil of the '30s and '40s.
4. What is the term for the regime type characterized by racist claims of superiority over targeted ethnic/religious groups, high levels of regimented mobilization built around a charismatic authoritarian leader, and militarist expansionism?
5. Give two examples of dominant-party regimes (i.e., where other parties exist, but only one has a real chance of winning elections and controlling the government).
6. Liberal capitalist democracies are organized around market-based economic systems in which most property is privately owned. What kind of economic systems characterized the Communist Party states?
7. What kind of party system did post-Soviet Russia adopt?
8. What is the name of the former KGB (secret police) officer from the Soviet era who is now President of Russia?
9. What was the most significant change that occurred in China after Mao Zedong died in 1976 and Deng Xiaoping rose to power in 1978?
10. In the former Soviet Union, what were the policies known as *glasnost* and *perestroika* that Mikhail Gorbachev introduced?
11. What was one reason for the breakdown of the Weimar Republic in Germany between WWI and WWII?
12. What country was divided at the end of WWII into separate states (one a liberal capitalist democracy, the other a Communist Party state), then reunified after 1989?
13. Authoritarian regimes come in many varieties. Give one example of a mobilizational, party-based authoritarian regime.

14. How has most of the Russian population reacted to the “shock therapy” policies of privatization and rapid opening of the economy to world market forces (economic liberalization) since 1991?
15. What does Tienanmen Square in China (1989) have in common politically with Tlatelolco Plaza in Mexico (1968)?
16. What was the “Democracy Wall” that Wong describes in Red China Blues after her return to China?
17. Mexico had a distinctive regime from 1929-2000 which has been referred to as “the perfect dictatorship,” even though elections were held regularly throughout that 71-year period and no president stayed in office for more than the constitutionally prescribed 6-year term. Name two authoritarian features of that regime.
18. Who was responsible for writing Japan’s post-WWII constitution, which strictly limited the country’s military and preserved a role for the Emperor as head of state?
19. How did Augusto Pinochet come to power in Chile in 1973?
20. In Hellman’s book, Mexican Lives, Conchita describes the situation of squatters who build shacks along the railroad tracks in Mexico City, and find themselves at the mercy of PRI party bosses who promise them protection and state services if they vote for the official party. What is the term for this style of political control, involving personal exchanges of material resources for political loyalty?

Extra credit (1 point): What country just sent in militarized federal police units to repress demonstrators supporting striking teachers in one of the country’s poorest states?

Part II - Essay (60 points). Choose one question, and write an essay answering all parts of the question. Support your points with examples or evidence from readings and classes.

1. The presidents of China and Russia heard that you were taking PLSC 211, so they have called you up for advice. They are concerned about the future of their regimes, in light of the comparative experience of Communist Party and post-Communist countries. Why have these regimes taken different courses in recent years, leading to the toppling of the 1-party system in one country and reforms of the party in the other? What factors will shape the future of each regime, and why?
2. Following WWII, Japan and Germany underwent dramatic changes from fascism in the 1930s-40s to liberal democracies, and they became the world’s #2 and #3 economies respectively. What were some key factors in the stability of the new regimes? What are some challenges to their stability in the last decade, and how have those systems responded?
3. Post-communist Russia and post-PRI Mexico are in periods of political transition. What elements of authoritarianism or liberal democracy would you identify in each case? What kind of political system do you think each will become, and why?

**PLSC 211, Introduction to Comparative Government
Fall 2006, Eastern Michigan University**

FINAL EXAM

Part I - Short answer (40 points) - Answer each of the following questions briefly (some call for a few words, a phrase, or a name; others require a sentence or two).

1. What is the term for the ideology that says a particular group of people (based on their subjective feeling of identity with each other, or “imagined community”), should have its own political authority in a territory (i.e., a state)?
2. Which leader headed the 1949 Chinese Revolution and the 1966-76 Cultural Revolution?
3. In parliamentary democracies, how is the chief executive chosen?
4. What two newly independent states were created in 1947, after Gandhi’s movement brought an end to British colonial rule in the subcontinent?
5. Which Soviet leader attempted to introduce political liberalization (glasnost) and some economic decentralization (perestroika) in his country, before the regime collapsed in 1991?
6. Which party governed Mexico continuously from 1929-2000?
7. What institutional reform created the conditions for Mexico’s 2000 election which ended the dominant-party system?
8. What is distinctive about the role of the military in the post-WWII constitutions of Japan and Germany?
9. What was the name of the post-WWII U.S. program of massive aid for the reconstruction of Europe?
10. What symbolic act represented the reunification of Germany in 1989, beginning a wave of regime transitions that would end the Cold War?
11. What oil-producing country has the largest population in Africa and a history of unstable regimes fluctuating between military rule and weak democracy?
12. A video you saw in class showed the global relocation of manufacturing assembly plants to low-wage countries. What is the name for these industrial parks that are springing up in developing countries, where capital and goods can be moved in and out across borders without national regulation, and the workforce is mainly young women and girls?
13. What country received U.S. aid and support from 1980-88 during its war with Iran; then lost a war to a U.S.-led coalition in 1991 and for the next 12 years was subject to weekly bombing by U.S. and British forces, as well as economic sanctions that killed over a half million of its children; then was invaded by the U.S. and UK in 2003?
14. Intolerant, xenophobic forms of nationalism seem to be on the rise in the world today. What is the term used to refer to campaigns in the former Yugoslavia, Rwanda and elsewhere to forcibly expel or exterminate one population group in order to create a homogenous population (i.e., no diversity) in a territory?

15. What is the name of the regional integration group of 25 nation-states that recently adopted a common currency, and has a larger combined economy and population than the United States?
16. Globalization has had a number of effects that are important for the study of political systems. For example, one calculation of the revenues of the world's 100 largest economic units shows that 34 of them are nation-states; what are the other 66?
17. What is the term for a political system in which authority is held by the leaders of a religion?
18. Which Chinese leader came to power in 1978 after Mao Zedong's death in 1976, and began a gradual process of market reform that continues today?
19. Which of the 3 members states of NAFTA is a developing (Third World) country?
20. Give one specific example of evidence that Russia since the collapse of the Soviet regime has not become a consolidated democracy.

Part II - Essay (60 points) - Answer one of the following questions in the form of an essay. You should develop your arguments logically, and support your points with specific examples from classes and readings. Be sure to answer all parts of the question.

1. Suppose President Obasanjo of Nigeria, Calderón of Mexico, and Prime Minister al-Maliki of Iraq came to you for advice, now that you have just completed a course on comparative government. All of them are dealing with difficult issues regarding transition in their political systems. Compare the problems and prospects of democratization in light of each country's distinct political history, culture, and institutions. Discuss how they might best proceed to expand political liberties and move toward consolidating democracy, and what obstacles each government faces.
2. Looking at trends in politics around the world, some say globalization is pulling the world together into a "global village," while others say the rise of xenophobic ethnic and religious nationalisms is pulling people (and states) apart. What do you think will be the lasting political effects of these opposing trends, and why?
3. Compare the political impact of market reforms in post-Maoist China, post-Soviet Russia, and post-debt crisis Mexico. What patterns do you see, and how can they be explained?
4. Compare the end of the Cold War with the end of colonialism. What similarities and differences do you find in the way these changes in the international system affected domestic politics in various groups of states? How did each of these events affect the identities of nations and states?