POLI 4305-110
Comparative Government & Politics
CRN 10133 / Spring 2023
Mon 2:00-4:45 PM / FH 212

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Catalog Description
Examine the relationship of government and politics of the major world powers, including topics from Asia, Africa, Europe, and the Americas.

Course Objectives and Learning Outcomes
This course aims to train students in the study of comparative politics. It should prepare students to answer the following questions about comparative politics:
1. General: What factors best account for political and economic differences between countries?
2. Regimes: What are the causes and consequences of democracy, regime change, and autocracy?
3. Political Economy: What are the causes of national prosperity, poverty and social welfare provision?
4. Political Stability: What are the causes of social mobilization, civil war, terrorism, and civil peace?
5. Political Culture: What are the causes and consequences of cross-national differences in political culture?

The student learning outcomes of the course (SLOs 1-4) are that students will be able to craft a well-supported answer to questions 2-5 above. The primary tools designed to produce these outcomes are doing the assigned readings (assessed through memos) on each component of questions 2-5 and studying the same questions for the final exam (assessed by the exam rubric).

Course Format
This course meets face-to-face, with supplemental materials made available online through the Texas A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com]. We strongly recommend the latest versions of either the Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Student-Instructor Interaction
I check my email at least once each weekday and strive to reply to students within 24 hours, when they request a response. Reading and response times are longer over weekends and university holidays.

Required Readings

The following books are required and available for purchase at the bookstore. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. The other required readings are available on Canvas.

     Bruce Bueno de Mesquita, Alistair Smith, Randolph Siverson, and James Morrow. 2005. The Logic of Political Survival. Cambridge, MA: MIT Press. ISBN: 9780262524407

     Ronald F. Inglehart. 2019. Cultural Evolution: People's Motivations Are Changing, and Reshaping the World. Cambridge University Press. ISBN: 9781108464772

     Arend Lijphart. 2012. Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries. 2nd Ed. New Haven, CT: Yale University Press. ISBN: 9780300172027

Technology Requirements and Support

This course will use the Texas A&M-Central Texas Instructure Canvas learning management system for course readings (posted in Adobe pdf format, which can be opened by Adobe Reader and most modern web browsers), the Academic Integrity Exercise, an Excel survey exercise, and PowerPoint slides. Note that Excel and PowerPoint are both available on all university computers.

- Logon to Texas A&M-Central Texas Canvas [https://tamuct.instructure.com].
  Username: Your MyCT username (xx123 or everything before the "@" in your MyCT email address)
  Password: Your MyCT password
- *For log-in problems*, students should contact Help Desk Central -- 24 hours a day, 7 days a week:
  Email: helpdesk@tamu.edu
  Phone: (254) 519-5466
  Web Chat: [http://hdc.tamu.edu]
  Please let the support technician know you are an A&M-Central Texas student.
- For issues with Canvas, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.
- For issues related to course content and requirements, contact your instructor

Grading (90/80/70/60, rounded to the nearest percentage)

POLI 4305 Course Rubric

Item	Points	Percent
Academic Integrity Exercise	0 (but required to pass)	0% *
Memos (12)	600 (50 per memo)	20%
Exercises (3)	150 (50 per exercise)	5%
Participation	1300 (100 per session)	≈43%
Final Exam	950 (425 per question)	≈33%
TOTAL POSSIBLE	**3000**	**100%**
2685+=A 2385-2684=B 2085-2384=C 1785-2084=D 1784 or lower=F		

- Academic Integrity Exercise: This consists of watching a brief lecture, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. If you have previously completed this exercise for me, you need not do so for this course.

<u>*Having completed the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed before you hand in any homework or the deadline on the course schedule, whichever comes first.*</u>

- o *Rubric:* **You will fail the course if you are required to complete the Academic Integrity Exercise and have not completed it on or before the data specified in the course schedule.**

- **Memos (About 22%).** At the beginning of each class session for which readings are assigned, you should submit a typed, 1-2 page (about 400-600 words) essay summarizing the arguments made by the day's readings. By their nature, these memos shouldn't require outside research, but if you do some research, be sure to cite it properly using the APSA system (see Canvas for examples). If you only cite from the assigned readings, you don't need a works cited page (although you still need to use parenthetical citations); otherwise, you do.
    - o The essay (aka memo) should contain, for each reading, a description of its author's dependent variable, independent variables, and type of evidence, as follows:
        - ▪ Be sure that you understand each author's dependent variable (e.g. policy, growth, institutional change, social mobilization, violence, etc) – that is, what they are trying to describe, <u>predict, or evaluate</u>. All of our authors – even the ones that merely review the state of the field in some area -- have arguments to make.
        - ▪ Specify each author's explanation(s) (independent variables) for changes in the values assumed by his or her dependent variable(s).
        - ▪ Specify the evidence/argument the author produces in favor of the explanation.
    - o Spelling/grammar count for up to 20% of the credit (1% deduction per error). Check the link on Canvas to at least address my personal pet peeves.
- **Political Culture Survey (About 2%).** This is an Excel spreadsheet that you will download, open, and fill out, using the numeric scales provided on the Survey tab. Finally, click on the Results tab and print that tab, attaching it to your memo on March 29.
- **Participation (About 43%).** This will be graded on a simple system. A student who attends and does little else will receive 40 points (40% credit). A student who constructively participates in about half of the class will receive 70 points (70% credit). A student who constructively participates throughout class will receive 120 points (120% credit) – a modest extra-credit opportunity.
    - o Constructive participation means making comments or asking questions that demonstrate familiarity with the assigned readings for the week. It also means actively engaging in any in-class exercises.
    - o As the amount of class time devoted to lecture increases, the amount of participation expected from students decreases proportionally. A good rule of thumb is to be sure to contribute something relevant (even just a question that shows engagement with the course material) at least twice an hour if there is no lecture or in-class exercise.
    - o If you are late or leave early without an excuse, your participation credit will be lowered by 1% for each two minutes you missed.
- **Final Exam (About 33%).** There will be a comprehensive final exam. The exam will consist of two essay questions drawn, in whole or in part, from questions 2-5 listed on the first page of the syllabus. The questions may be reworded to make them more precise or in order to take into account material we have discussed in class. General advice:
    - o It is generally best to write an outline first, then write your answer. For each major point on your outline, you should have support (a finding or example from the course materials).

- You can write an outline for each question as we encounter it in the course, saving yourself considerable time and effort reviewing for the final exam.
- The exam is both open-notes and open-book. You are free to use class handouts, your notes, and all of the assigned readings. You are **not** permitted to use other resources (such as online material) during the exam.
- Exam grading rubric. Grading is primarily based upon your demonstrated knowledge of the material, rather than spelling/grammar issues. Having said this, atrocious grammar can make it impossible for the reader to understand your argument.

POLI 4305 Final Exam Grading Rubric

Grade	Thesis (20%)	Argument Structure (15%)	Evidence (50%)	Counter-Evidence (15%)
A	Answers the question and drives the rest of the essay	The thesis is built up from arguments about each element of the question, each with its own support	Each element of the argument is supported by evidence from the course. In general, consistent statistical findings are better evidence than isolated examples, where such evidence is available. No major source of evidence is ignored.	Addressed, with flaws spotlighted.
B	Answers the question, but most of the paper ignores it	Some elements of the thesis do not correspond to sections of the answer, or vice versa	Each element of the argument is supported by evidence from the course, but major sources of evidence are ignored. OR The evidence used is insufficient to support one or more of the claims in the paper. OR Much of the support consists of direct quotes or naked claims, unsupported by research.	Addressed, with mixed results.
C	Does not match up with every element of the question	The essay is a set of arguments that proceed without logical order	The evidence, when taken as a whole, fails to support the paper's thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and irrelevant evidence may be present. References to evidence from the course lack specificity.	Some addressed, with mixed results.

Grade	Thesis (20%)	Argument Structure (15%)	Evidence (50%)	Counter-Evidence (15%)
D	Does not match up with most elements of the question	Most of the essay is devoid of actual argument, instead following a stream-of-consciousness or "data dump" strategy	At least one major element of the essay's argument has substantial evidence from the course that supports it. However, other references are generally vague or irrelevant.	Most unmentioned; remainder are dismissed with vague statements or similar avoidance strategies
F	None	The essay is devoid of structure	Little if any evidence from the course is used in the answer. It fails to demonstrate a grasp of what the authors found.	Not addressed

Attendance, Make-Up Work, and Late Work

- Attendance is required. Students must inform the instructor *prior to an absence*. Send me an email stating the dates(s) you will be missing and the reason(s). (Protect yourself! Don't rely on my memory – send me something written that I can keep in my files).
    - If all else fails, you or a friend may call my office and speak to me or my voicemail. There are very few situations in life that preclude making a phone call or having a friend do so; failure to contact the instructor *prior to class* will normally rule out any sort of make-up.
    - If you have to leave early, please remember to get the assignment first.
- Late memos are only accepted in the case of excused absences. *If you must email me a memo to prove you have it done on time, then you need to bring a hard copy for me to grade the next class session.*
- Make-up work is required for any excused absence after the first. It makes up for the inability of the student to participate in the class. I will generally have you write an additional 400-600 word "participation exercise" or sample exam answer on some topic(s) or question(s) we discussed in class. *Note that this is in addition to completing the memo for the missed week – the two are graded separately.* **When you return from a second or subsequent excused absence, be sure to request the make-up work. It is your duty to ask, not the instructor's duty to remind you.** Make-up work is due one week after it is assigned.
- Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web:

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlsso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612]

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Regrade Policy

It is possible for me to make a mistake when grading. So if you think that I graded part or all of an assignment incorrectly, you have one week to return it to me for regrading against the rubric. You may request that all or only part of the assignment be regraded. I take no offense at this. The same policy applies to the final exam; you have one week from when grades are posted to request a regrade of one or both questions. As for participation, I make the daily participation grades available both during the class break and after class, so if you need to remind me of something you said that didn't receive credit, do so that night as I probably won't remember who said what the next week.

Professors are Mandatory Reporters

Texas State Law states that:

- **"**An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes **sexual harassment, sexual assault, dating violence, or stalking** and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator."
- Further: "A person commits an offense if the person is required to make a report…and knowingly fails to make the report. … A postsecondary educational institution shall terminate the employment of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense."

Student Resources

- **Emergency Warning System for Texas A&M University – Central Texas:** SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts. Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.
    - You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].
    - To register SafeZone on your phone, please follow these 3 easy steps:
      1. Download the SafeZone App from your phone store using the link below:
         - iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756]
         - Android Phone / Tablet [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
      2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
      3. Complete your profile and accept the terms of service
- **Academic Accommodations**: At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.
    - Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's

Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

- o Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

- **Tutoring**: Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.
  - o If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.
  - o To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.
  - o Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

- **University Writing Center:** Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.
  - o Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
  - o Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

- **University Library & Archives:** The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection,

which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

- o Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here
- o [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- o Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [https://tamuct.libguides.com/index]

Important University Dates (From https://www.tamuct.edu/registrar/academic-calendar.html)

January 17, 2023	Add, Drop, and Late Registration Begins for 16- and First 8-Week. $25 fee assessed for late registrants.
January 17, 2023	Classes Begin for Spring Semester
January 19, 2023	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
February 1, 2023	Deadline to Drop 16-Week Classes with No Record
February 1, 2023	Educator Preparation Program (Teacher and Principal) application deadline
February 1, 2023	Superintendent Program application deadline
March 10, 2023	Deadline for Admissions Applications (Spring)
March 13-17, 2023	Spring Break
March 20, 2023	Advising Begins for Summer Semester
March 20, 2023	Class Schedule Published For Summer Semester
March 31, 2023	Deadline for Graduation Application for Ceremony Participation
April 1, 2023	Clinical Teaching Placement Form Deadline
April 1, 2023	School Counselor Program Application deadline (Summer)
April 1, 2023	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 3, 2023	Registration Opens for Summer Semester
April 5, 2023	Priority Deadline for International Student Admission Applications (Summer)
April 7, 2023	Deadline for Scholarship Applications for the Summer Semester
April 7, 2023	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 14, 2023	Deadline for Final Committee-Edited Theses with Committee Approval Signatures

April 24, 2023	Priority Deadline for VA Certification Request (Summer)
April 28, 2023	Student End of Course Survey Opens (16- and Second 8-Week Classes)
May 12, 2023	Deadline for Applications for $1,000 Tuition Rebate for Spring Graduation (5pm)
May 12, 2023	Deadline for Degree Conferral Applications to the Registrar's Office. $20 Late Application Fee.
May 12, 2023	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 12, 2023	Spring Semester Ends
May 13, 2023	Commencement Ceremony Bell County Expo Center 3 pm

Amendments

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing by uploading a revised syllabus to Canvas.

Course Schedule

Date	Topic	Readings (* = on Canvas)	Due
Jan 23	Introduction	• None	• None
Jan 30	Methods of Comparative Politics	• Lim, <u>Doing Comparative Politics</u>, Chapter 1 (Optional) * • Geddes, "How the Cases You Choose Affect the Answers You Get" * • Katznelson, "Strong Theory, Complex History" * • Cuzán, "Five Laws of Politics" * • Weber, "On Laws of Politics and How to Establish Them" * • Cuzán, "Five Laws of Politics: A Follow-up" (Optional) *	• Academic Integrity Exercise (complete on Canvas) • Memo 1
Feb 6	The State	• Soifer, "The Development of State Capacity" * • Jüde, "Making or Unmaking States: When Does War Have Formative Effects?" * • Börzel and Risse, <u>Effective Governance Under Anarchy</u>, Chapter 1 * • POLI 4305 and 5306 Handout on Somaliland's Civil Strife * • Boucoyannis, <u>Kings as Judges: Power, Justice, and the Origins of Parliaments</u>, Excerpts *	• Memo 2
Feb 13	Regime Types	• Schmidt, "Regime Types: Measuring Democracy and Autocracy" * • Wigell, "Mapping 'Hybrid Regimes': Regime Types and Concepts in Comparative Politics" * • Gandhi and Przeworski, "Authoritarian Institutions and the Survival of Autocrats" * • Lijphart, <u>Patterns of Democracy</u>, Chapters 1-3	• State Failure Exercise
Feb 20	Varieties of Democracy	• Lijphart, <u>Patterns of Democracy</u>, Chapters 4-9 • Samuels, "Regime Change" *	• Conditions for Democracy Exercise
Feb 27	Democratic Institutions Under Pressure?	• Lijphart, <u>Patterns of Democracy</u>, Chapters 10-17 • Weyland, "Populism's Threat to Democracy: Comparative Lessons for the United States" * • López and Luna, "Assessing the Risk of Democratic Reversal in the United States: A Reply to Kurt Weyland" * • Weyland, "Why US Democracy Trumps Populism: Comparative Lessons Reconsidered" *	• Memo 4

Date	Topic	Readings (* = on Canvas)	Due
March 6	Comparative Political Economy: Industrialized Nations	• Ikenberry, "The Irony of State Strength" * • Hall and Soskice, "An Introduction to Varieties of Capitalism" * • Esping-Andersen, "Three Worlds of Welfare Capitalism" * • Esping-Andersen, "Comparative Welfare Regimes Re-examined" *	• Memo 5
March 13	No Class	• No Class: Spring Break	• None
March 20	Comparative Political Economy: Development	• Esteva, "What is Development?" * • Betz, "Development and Growth Theories" * • Przeworski et al, Democracy and Development, Chapter 2 (Optional) *	• Memo 6
March 27	Measuring Political Culture	• Welzel, "The Political Culture Paradigm" * • Inglehart, Cultural Evolution, Chapters 1-3	• Memo 7 • Political Culture Exercise
April 3	Theorizing Cultural Change	• Inglehart, Cultural Evolution, Chapters 4-6	• Memo 8
April 10	Political Culture and Sociopolitical Outcomes	• Welzel and Alvarez, "Enlightening People" * • Inglehart, Cultural Evolution, Chapters 7-10	• Memo 9
April 17	A Rationalist Model of Institutions: Selectorate Theory	• Have the Handout on Selectorate Theory (on Canvas) by your side for reading and discussing Chapters 2-3 * • Bueno de Mesquita et al, The Logic of Political Survival, Chapters 1-3	• Memo 10
April 24	Implications: Growth, Spending, War, and Leadership	• Bueno de Mesquita et al, The Logic of Political Survival, Chapters 4-7	• Memo 11
May 1	Selectorate Theory and Regime Change	• Bueno de Mesquita et al, The Logic of Political Survival, Chapters 8-10 • Bueno de Mesquita and Smith, "Political Survival and Endogenous Institutional Change" * • Bueno de Mesquita and Smith, The Dictator's Handbook, Excerpts *	• Memo 12
May 8	Final Exam	• Prepare outlines for the potential exam questions	• None

Name_____
PRINT CLEARLY

The state is the fundamental unit of comparative political analysis. However, some states become incapable of providing any positive political goods to their people. That is, they no longer enjoy the ability to authoritatively allocate resources or decide between competing value claims. Your task in this exercise is to predict failed states. This will be accomplished by creating an index of state failure as of 2011 and then examining failed states in 2021, a decade later.

Instructions
Part A: Create an index predicting state failure.
1. All of the following are commonly thought to be indicators of state failure:
    a. Adverse regime change: Coups, suspension of the constitution, and revolutions show a lack of political stability (occurrence, 2008-2011)
    b. Revolt: Fighting between the government and one or more rebel groups means limited government authority (average revolts/year, 2008-2011)
    c. Civil war (the most severe revolts, killing > 1000 every year): the longer-lasting the war, the more the state has failed its people (% months, 2008-2011)
    d. Very high level of corruption: this reduces positive benefits to citizens (2011 data – 2.0 or lower)
    e. Very low per-capita GDP: this makes it difficult for the state to raise revenue (2011 data – $2000 or lower, adjusted for purchasing power parity)
    f. Negative economic growth: this is an indicator of economic failure (2001 to 2011 average)
    g. Very high crime rate: this indicates that government authority is often absent (average homicide rate, 2008-2011)
2. For each one of these factors, rate how important you think it is as an indicator of state failure. The scale is 0 to 10, where 0 means the factor doesn't matter at all and 10 means it is the most important factor. These ratings will be used to weigh each factor, so a rating of 10 means the factor matters 10 times as much as a factor with a rating of 1, 5 times as much as a factor rated 2, etc. Next to each rating, write your reason for assigning that rating to that factor:

Factor	Weight (0 to 10)	Explanation
Adverse Regime Change		
Revolt		
Civil War		
Corruption		
Low Per-Capita GDP		
Negative GDP Growth		
High Crime		

3. Download the Microsoft Excel workbook for the State Failure Assignment from Canvas. On the first tab of the workbook, FACTORS, enter your weight for each factor. Then click on the tab labeled INDEX and you
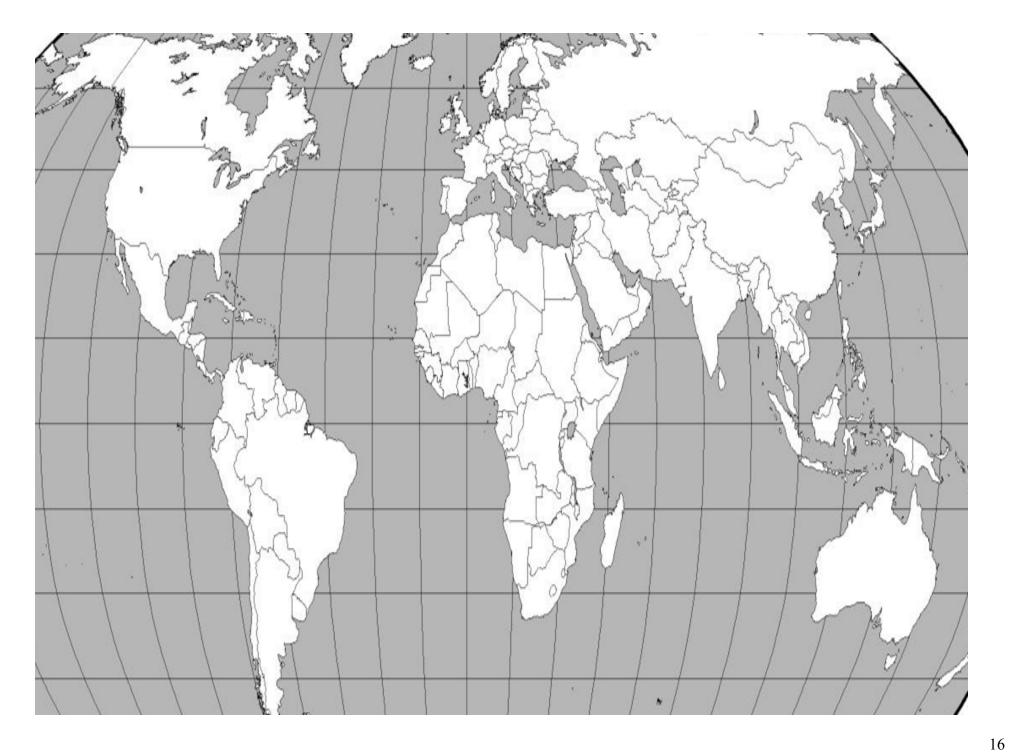
can see your own predicted Failed State Index, computed from data I entered for each country and your rating for each factor.

4. Sort your index from most failed to least failed (the procedure depends on your version of Excel).
5. Print the INDEX Worksheet (just hit the Print button – everything should be nicely formatted already). You will be handing it in with this exercise.

Part B: Evaluate your Index of Failed States
1. According to your index, what state should be the closest to being a failed state?
   _____

2. Compare your top ten failed states (those with the highest Index values) to the top ten "Fragile States" list created by the Fund for Peace and Foreign Policy at https://fragilestatesindex.org/ (scroll down for list, also linked on Canvas).

   a. How many of your top ten are also listed in their top ten? _____
   b. Look at which factors they use to evaluate whether a state is a fragile state. Does their list seem better or worse than the list you used, and why?

   c. Note that every factor in their index weighs the same amount, whereas your index weighs some factors more than others (unless you put the same weight on every indicator). Which is the better approach, and why?

   d. Given this comparison, which index of failed/fragile states is better?

3. Using the attached map and three different colors (pens, pencils, or even crayon will do), color in your predicted values for the following 25 countries:
   a. Use the first color to mark the five states most likely to be "failed" states according to your index. (FAILED STATES)
   b. Use the second color to mark the five states next-most likely to be "failed" states according to your index. (NEAR-FAILED STATES)
   c. Use the third color to mark the fifteen states next-most likely to be "failed" states according to your index (STATES AT RISK)

4. Are there patterns of "clustering" among the states you shaded in? That is, do states you predicted to fail states tend to be found in certain "neighborhoods" of the globe?

5. Given the patterns you have seen, what can or should the rest of the world do to alleviate the plight of those people living in failed states or at-risk states? Is a regional approach needed, or should we tackle one case at a time? Should we simply "triage" some states as being doomed and instead focus on the "at-risk" states instead of those that have already failed?

6. Hand in this worksheet, along with your map and your printout.

Part C: Optional Extra Credit (Adds up to 50% to total credit for the assignment): Write a 2-4 page paper explaining how your "most failed" state came to be a failed state. Did it ever have a chance at becoming stable and prosperous? Where did its leaders, people, or institutions go so wrong? Cite your sources and be sure to proofread (a brief guide is linked on Canvas).

POLI 4305
Conditions for Democracy Exercise

This assignment is designed to connect the general theories of democratization in the readings with a specific country relevant to global politics.

A. All of the following countries' prospects for democratization or democratic consolidation have been the subject of intense speculation. Select one: Hungary, Venezuela, Iraq, Libya, Ukraine, Botswana, or Indonesia.
B. Write an essay of approximately 1200 words (1000 to 2000 is fine) assessing prospects for democratization or consolidation of democracy in your country.
   a. Your opening paragraph should have a clear thesis, and your closing paragraph should assess that thesis in light of the evidence throughout your essay.
   b. Apply each of the seven conditions for regime change or democracy listed in the assigned reading on regime change from the Samuels reading on Canvas (the "key arguments" on the tables on pp. 134 and 138) to the country you have selected. There should be at least **one paragraph** on each factor, which should clearly assess the degree to which your country is likely to become/remain democratic based on this factor, citing some evidence specific to that factor.
   c. There should be concrete evidence to support your determination on each factor. For example, if you say there isn't much of a middle class, use data to prove that point. Of course, all sources must be cited in the text (APSA format, available on Canvas under Writing Resources). Attach an APSA-formatted Works Cited page with the full citations for each source.
   d. Direct quotations should be only a small portion of your paper (one fourth or less, and never the majority of a paragraph). If you do use a direct quote of three or more words, remember to either put quotation marks around it (for shorter quotes) or indent the entire quote (for long quotes). In either case, be sure to cite your source.
C. Read over your essay and proofread it. There is a guide to common errors on Canvas, and you should look for any of these in your paper.
D. After the paper is graded, you may revise and resubmit it, using the original paper handed back to you. In this case, the revised paper will be graded and your new grade will be the **average** of the two grades. Revised versions are due one week after the assignment is returned in class.

POLI 5306
Political Culture Exercise

Download and take the Political Values survey available on Canvas. It is an Excel file, so use a school computer if you don't own Excel. Every question is answered with a number; a numeric key is provided next to each question. After answering all the questions, save your work; then click the Results tab and print the results shown. Plot your "traditional vs. secular" and "survival vs. self-expression" scores below. Attach the printed results and this diagram to your memo for the week.