

GOV120: Introduction to Comparative Politics

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Class Hours: M T R F 8-9:30am (EST)

Class Room: Online

Welcome to GOV120! I am happy you are here! I am excited to be your instructor for Introduction to Comparative Politics. We have a lot of interesting and important concepts to cover in the next 7 weeks! I am excited to get going! I hope you feel the same. Please don't hesitate to reach out if you have any questions!

Course Description

Comparative politics works to make sense of the world's complexity by examining countries in a systematic way, comparing systems of government and political institution in order to understand how politics shapes people's lives in different countries. This course focuses specifically on unpacking how politics work in developing countries (hint: not much attention on Western European countries). Consider the following example:

At the year of independence, South Korea and DR Congo both had a GDP per capita around \$700. However, by 2009, South Korea has a GDP per capita 67 times more than that of DR Congo. While South Korea made it to the OECD list, DR Congo stays as one of the most underdeveloped countries. What explains South Korea's development and DR Congo's underdevelopment? More broadly, why are some countries underdeveloped while some other countries developed? How does politics affect the development of a country?

To answer the above questions, comparative politics provides the angle of analyzing how power is structured across countries to affect citizens' well beings and a country's development trajectory. This course will help you comprehend the key concepts in comparative politics and apply those concepts to a diverse collection of real-world cases and current events in the developing world.

Course Objectives

For excellent performance, you are expected to achieve the following objectives

1. Recognize and explain how political institutions affect people's lives and can apply the knowledge to different contexts.
2. Illustrate the political roots of development/underdevelopment using empirical evidence.
3. Gain familiarity with the resources available (i.e., know where to find what data) for studying the developing world.
4. Design and produce products of "digital storytelling"(e.g. podcasting, video presentation).

Course Readings

One textbook is required for purchase (or rent) and you can find the book either through the F&M bookstore or on amazon:

Introducing Comparative Politics: Concepts and Cases in Context, **Fourth Edition**, by Stephen Orvis and Carol Ann Drogus. [Publisher Link](#); [Amazon Link](#).

BE AWARE: The version I choose is not the latest edition. The fourth edition was published in 2017/2018. There is a newer version (i.e. the fifth edition) that just got published in 2020. The content is 95% the same. Using a slightly older edition is my deliberate choice so you can save some money.

Additional course readings are available on Canvas. There may be changes in the readings as we go along. I will communicate these on time. You should check Canvas regularly.

How to use the textbook?

- Most of the assigned readings are from the textbook. The readings serve as background information for the lecture clips, and will be the starting point for all the discussions and assignments throughout the semester. Students are expected to finish the readings BEFORE the module begins.
- DO NOT be discouraged by the numbers of pages assigned. Focus on the big questions (i.e., at the beginning of the chapter), the key concepts and the main texts. Take notes while reading can be helpful for organizing the information more effectively. Reorganize the note after finishing the lecture clips to see if any key concepts are missed. The case studies, boxes, cross national tables, etc. supplement the main texts. Students can either skim through or skip those parts the first time.
- The textbook features many case studies with organized knowledge and useful information for deep learning. Students should also view the textbook as a comprehensive resource guide and explore beyond the assigned readings for assignments and discussions.
- With a 7-week module system, it is impossible to cover every topic discussed in the textbook, so the course will only focus on Part I and Part II. The lecture clips also focus on the most important concepts from a chapter.

Course Structure

This course adopts a hybrid model with both synchronous and asynchronous components. The course is structured by weekly modules. Each module covers the central topic to be explored that week. Here is the organization of the modules (with brief module description):

Module 0: Warm Up and Introduction

Module 1: The Modern State

As modern state is the basic unit of contemporary political landscape, it is of central importance to know what states are and what they are not.

Module 2: States in the Developing World: Colonization and Identity Conflict

In many developing countries, the state formation process was very different. The module explores some of those differences and the lingering impacts for developing countries.

Module 3: Democracy or Dictatorship? Regime and Regime Change

The other key concept in comparative politics is the regime type of a country. The module specifies democratic regimes from non-democratic ones and their origins and impacts on numerous political outcomes.

Module 4: Regime Type and Governance

The module studies various political institutions within different regime types and their impacts.

Module 5: Simulation

Module 6: Final Week

The structure within each module has similar flows. As a student, you can expect to complete the same task on the same day of the week in most modules. Here I provide the skeleton structure of each week/module:

Sunday:

- Students finish the required readings for the module;
- Part I of the muddiest point assignment due at 10pm (more information in the Assessment Tools section);

Monday:

- Students finish all lecture clips of the module (lecture clips are available before Monday morning);
- Part II of the muddiest point assignment due at 10pm;

- The world in data problem set will be available along with the lecture clips; students start working on the problem set after finishing the lecture clips (more information in the Assessment Tools section);
- No class meeting during class time; Professor offers drop-in virtual office hour during class time (more information in the Virtual Office Hour section);

Tuesday:

- The whole class meets synchronously during class time;
- Professor hosts appointment-based virtual office hour from 9:30am to 11:00am;

Wednesday:

- The world in data problem set due at 6pm;
- Professor hosts appointment-based virtual office hour from 11:00am to 12:30pm;
- Review of the world in depth assignment done (more information in the Assessment Tools section);

Thursday:

- Small group peer review session on the world in data problem set (the group coordinates meeting time and place);
- No class meeting during class time; Professor offers drop-in virtual office hour during class time;
- Revised the world in data problem set due at 6pm;

Friday:

- The whole class meets synchronously during class time to wrap up the module;
- The world in depth assignment presentation due at 10pm;

Why do I structure the course this way?

Finishing a course in 7 weeks is challenging, and making it an online course is doubly challenging. In every module, I mix asynchronous and synchronous elements, lectures and small group activities to diversify the learning environment. That's said, some level of repetition is important so you can improve (and eventually excel at) your performance overtime. Knowing what to expect can also reduce unnecessary anxiety. Therefore, we follow the same structure each week, so you receive clear instructions on what assignment is due at when, which can be beneficial for your time management.

Technology Requirement

Since this is an online course, the course relies heavily on Canvas. All the schedules, due dates, assignment comments, etc. will be posted on Canvas. Any new class updates or communication will also be posted via Canvas Announcement. To be successful in this course, it's important

that you do to not miss any important information. Please double check your Canvas notification preferences to make sure you receive notification alerts when there is updated information: [Canvas Notification Setting Instruction](#).

All the synchronous class sessions will be conducted through Zoom. Many of the asynchronous lecture clips use Nearpod. Please make sure you have the required software installed on your digital device and your account set up (use your F&M email). Though it is not required, the best practice is to have two digital devices prepared for the course (e.g., phone + laptop, laptop + tablet, one laptop with two monitors, etc.). Students sometimes are required to work on a document during the synchronous class session. Two devices can make sure you do not miss any information in the class presentation and do not need to constantly switch between open windows on your laptop. The course's default setting is to have all students' VIDEO ON and audio muted upon entering the Zoom meeting. I rely on students' verbal and facial cues to know how fast/slow to go in an usual offline class setting. It is important to have your video on in our synchronous classes so I can get facial cues (despite that it may still be different from the offline setting). Please mute yourself when other people are talking. Unmute yourself when it is your turn to talk.

Assessment Tools

**All the due dates and time are in EST timezone.

Weekly Muddiest Point Assignment

There are TWO parts in the weekly muddiest point assignment.

Part I:

- Prompt: Please write a short response to the following question: "What was the muddiest point for you when going through the readings for this module?" The muddiest point can be concepts about which you are confused, arguments or applications that you don't fully understand, etc.
- Students are expected to complete Part I after finishing the required readings for the module.
- Part I is due before 10pm on Sunday.

Part II

- Prompt: Please write a short response to the following questions: "Upon the completion of the lecture clips, do you gain better understanding of the muddiest point you identified yesterday? If yes, in what way? if no, does the muddiest point remain the same? Do you want to add/revise your muddiest points after finishing the lecture clips?"
- Students are expected to complete Part II after finishing all the lecture clips.
- Part II is due before 10pm on Monday.

Why this assignment?

The assignment provides an opportunity for you to organize the readings and identify what you find least clear or most confusing about a topic in the asynchronous environment. Your feedback will also help me make decisions about what to focus on for our synchronous class session on Tuesday.

The World in Data Problem Sets

The major assessment component for each module is the problem set. There are FOUR problem sets (for Module 1 to 4). The problem set is available on Monday, along with the lecture clips. Students are expected to work on the problem set independently after finishing the lecture clips. The problem set is due on 6pm on Wednesday.

Group Peer Review and Revision Thursday is the group peer review session. Students are assigned to groups by the professor at the beginning of the semester. Student groups review the problem set using the review worksheet provided by the professor. You will see the review worksheet after 6pm on Wednesday. The peer review session has to be done before 6pm on Thursday. The default time slot should be class time on Thursday morning. Groups are free to coordinate their own meeting time shall there be other time slots working for all members of the group. Upon the completion of the peer review session, groups submit the review response and a screenshot of the group meeting. Each student gains a chance to revise and resubmit their problem set answers before 6pm on Thursday. The professor goes over the whole problem set with the class during the synchronous session on Friday.

Why this assignment?

The assignment helps you comprehend the main concepts of the module more thoroughly and learn how to apply the concepts in different contexts. You will also have exposure to some well-known existing datasets used in comparative politics. The peer review session is a way to help community building. Knowledge also becomes more permanent when you can teach or provide feedback for other people's work. The problem sets will also serve as the basis for the final take home exam.

Simulation

Module 5 is simulation. The whole class runs a simulation on building a constitution for Iraq. With Iraq on the brink of rebirth in 2004, tensions ran high as participants debate options for restructuring the Iraqi government. In the simulation, students step into the roles of Iraqi political factions and must negotiate nine issue areas considered crucial to the process of rebuilding the government of Iraq through development of an interim constitution.

There are THREE parts of the simulation assignment: the group preparation assignment, group participation in the simulation, and individual reflection paper. More details will be announced as the date approaches.

Why this assignment?

The simulation provides an opportunity for students to apply integrated knowledge to a case study and explore the complexity of a real case.

The World in Depth

Each student is expected to create ONE 9-12 minutes multimedia presentation for this course. In terms of content, students should choose one current news issue/topic and do an in-depth analysis in the presentation. The presentation should at least include the following elements:

1. What is the news/issue/topic about?
2. Who are the major actors?
3. Why is the news/issue/topic important? (or why do you choose this topic?)
4. What is your analysis of the news/issue/topic?
5. How is it related to the course material we have discussed?

Students cannot not repeat the topic/issue, so there are some benefits in doing the multimedia assignment earlier than later. If a student really sees the value of exploring the same topic from another angle (for example, in the COVID-19 crisis, the economic stimulation policy can be very different from the border control issue), then s/he should email the professor for permission beforehand. There is no other restrictions, so be creative!

In terms of format, multimedia presentation can take various forms. The most common forms include podcasts, video, animation, slideshows, etc. Students are free to choose the tool they are most comfortable at. Here are some useful websites:

- **Franklin and Marshall Digital Storytelling Website:** This website contains step-by-step instruction on creating a multimedia podcast/video presentation.
- **Audacity** is a very power editing tool for podcast.
- **Canvas Studio Instruction:** If you want to make video media, consider using Canvas Studio since it is embedded in Canvas. If you scroll down the website, the "Recording, Uploading, and Editing with Canvas Studio" section provides detailed instructions.

The assignment is due every Friday. Students will sign up for the week they want at the beginning of the class. All other students who are not presenters that week are judges. Judges are responsible for evaluating the podcasts by the next Wednesday. Each judge has ONE vote and the job is to vote and provide your reasoning of endorsement for "Analysis of the Week". The presenter with most votes that week receives an EXTRA CREDIT for her/his final grade.

Why this assignment?

The assignment aims to help students accumulate their knowledge base about the world and develop analysis skills on world issues. This assignment also creates a chance to train students to convey their ideas through digital storytelling. Students are expected to show comprehension of the course materials, their analyzing ability, and presentation skills. The benefits are both academic and professional.

Take Home Final Exam

There is ONE take home final exam for this course. The format of the take home exam follows the problem set format, so mastering the problem sets will benefit you in the long run. Students should complete the exam independently and will have 48 hours to complete the exam. More details will be announced when the date approaches.

Why this assignment?

The final exam helps students increase the comprehension of the class materials and provide an opportunity for student to assess their overall understanding of the class material.

Weekly Workload Expectation

In theory, with 1 hour of class time student should expect 2 hours of work outside class. With the 7 week module design, there are 6 hours of class time each week. Students should expect roughly 12 hours of outside class work. In total, you should expect to spend around 18 hours each week on this course. The course is designed with this expectation. You are expected to spend around 5 to 6 hours on readings and 6 to 7 hours on assignments each week. If needed, we will adjust the course workload as we move forward.

Suggestion: Allocate some time everyday for this course so you do not wait until the last minute and rush to finish the required task.

Grading Policy

- Weekly Muddiest Point Assignment 4%
- Quiz, Attendance, and Class Participation 15%
- The World in Data Problem Sets 40%
- Simulation 15%
- The World in Depth 9% (4% is judges' participation grade)
- Take Home Final Exam 17%

I use numerical grades. The translation between letter scale and numerical scale is provided as follows:

- 93 - 100 (A; 4.0); 90 - 92.9 (A-; 3.7);
- 87 - 89.9 (B+; 3.3); 83 - 86.9 (B; 3.0); 80 - 82.9 (B-; 2.7);
- 77 - 79.9 (C+; 2.3); 73 - 76.9 (C; 2.0); 70 - 72.9 (C-; 1.7);
- 67 - 69.9 (D+; 1.3); 63 - 66.9 (D; 1.0); 60 - 62.9 (D-; 0.7)
- Below 60 (F; 0.0)

I follow the official grading rules. Letter grades have the following meaning:

- A, A-: The instructor judged the student to have satisfied the stated objectives of the course in an EXCELLENT manner. Usually, only between 15% to 20% of the students produce quality work at this level.

- B+, B, B-: The instructor judged the student to have satisfied the stated objectives of the course in an ABOVE AVERAGE manner. If you receive grades at this range, it means that your work is good (which means it is not bad and you should be proud of yourself), but there is room for improvement for your work to be exceptional.
- C+, C, C-: The instructor judged the student to have satisfied the stated objectives of the course in an AVERAGE manner.
- D+, D, D-: The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner.
- F: The instructor judged the student not to have satisfied the stated objectives of the course.

Virtual Office Hours

To facilitate students' learning, this course offers many opportunities for one-on-one office hour meetings with the professor. Students have two main options to utilize the virtual office hours.

- Option 1: Popping up anytime you want on Monday or Thursday during class time (8am to 9:30am). On Monday and Thursday, we do not have synchronous class sessions. Even though there are no class meetings, I will be present online to answer any questions you may have about the class readings, lecture clips, problem sets, etc.. You can ask a quick question (or just say hi, I'd like that too) and then get back to work.
- Option 2: You can schedule a one-on-one tutorial slot with me on Tuesday from 9:30am to 11am or on Wednesday from 11am to 12:30pm. Every tutorial slot is 15 minutes. Every student can schedule up to 2 consecutive tutorial slots on any given day (30 minutes maximum). We will figure out an alternative plan if your problem is not yet solved after our 30 minutes meeting.
- Please sign up for one-on-one tutorial slots here: [Sign-Up Sheet](#)
- All office hours take place on Zoom using the following link: <https://fandm.zoom.us/j/95090146882>

General Course Policies

Attendance and Participation

I take attendance in my class. To take advantage of the online format, I will take attendance by taking screenshots of the class. You are counted as present if you are in the screenshot. It counts toward your participation grade. That being said, contingencies happen. I understand. 8am class is also a very early class. You are allowed to have ONE absence without any penalty. If you are excused for any legit reasons (such as COVID-19 related reasons), I need you to communicate with me BEFOREHAND. Accommodation and adjustment will be made. Earnest efforts will be rewarded too. You will get one EXTRA CREDIT for your final grade if you attend every synchronous class session.

Extensions & Make-up Exams

My general policy for assignments and exams is that students should be responsible for all the due dates. Students are informed of all assignments well in advance, so good planning and time management—which is an important skill to be acquired during your college life, so it is best to learn it as early as possible—is key to success. If students miss an assignment or hand it in late, students will receive zero points for such assignment.

That being said, this is not be a typical academic year. There might be some contingencies out of our control, and how to navigate through daily lives with uncertainties can sometimes be challenging. Therefore, extensions are, in principle, not granted except for unexpected contingencies. Please communicate with me AS SOON AS POSSIBLE if you find that you need some levels of flexibility.

Email Policy

If you send an email to me, expect to get my e-mail responses within 24-48 hours on weekdays. I do not check emails on weekends, so if you send me a message anytime on Friday, you will not get an answer until Monday. I do not accept and would not respond to last minute emails about assignment questions (i.e., within 3 hours before it is due).

Academic Integrity

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. I follow the [University's Academic Honesty policy](#). Please take some time to review the policy. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask for assistance in determining what sorts of materials are appropriate for assignments and for guidance in citing such materials clearly.

Student Accessibility Service

I rely on the [Office of Student Accessibility Service \(SAS\)](#) to verify the need for reasonable accommodations based on the documentation on file in that office. Any student who feels they may need an accommodation based on the impact of a disability should contact the SAS to discuss their specific needs.

Writing Center Support

Students are encouraged to utilize the writing center on campus. The Writing Center is a free resource available to all students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. For further information: [Click Here](#).

Consultants welcome diversity and are prepared to work with multilingual writers. If English is not your first language, you are also encouraged to contact Nadia Mann (nadia.mann@fandm.edu) for English as Other Language (ESOL) tutoring. For further information about ESOL: [Click Here](#).

Reporting Sexual Assault

****It is the policy of Franklin and Marshall College that all faculty and staff are mandated reporters of sexual misconduct. This policy was enacted to ensure compliance with Title IX and other laws.****

It is important that students understand how mandatory reporting of sexual misconduct affects them. Our College community can help should you experience or observe sexual misconduct on our campus. The faculty and staff at Franklin & Marshall care deeply about your safety and believe that it is our obligation to do our best to keep you and our campus safe. When students report sexual misconduct that has affected them or others on campus, we must ensure that the affected persons are made aware of resources available on and off campus and work to prevent the event from happening again.

When a student reports such an incident to faculty or staff, the report is treated with the greatest privacy possible. The Title IX Coordinator will reach out to the student to request a meeting to discuss the incident and to inform the student of resources available and options regarding filing a report. If a student refuses to meet, but the Title IX Coordinator determines the situation creates an ongoing threat to members of our community, the Title IX Coordinator makes every attempt to contact the student before taking the next appropriate steps. It is the goal of the College to give the person reporting as much control over the situation and eventual outcomes as possible while being mindful of the safety of the entire campus community.

There are individuals on campus who can maintain complete confidentiality due to their professional licenses. The Student Wellness Center staff, including Counseling Services, can keep information completely confidential and are not obligated to report information to the Title IX Coordinator. The Student Wellness Center/Counseling Services can be reached at 717-544-9051. There are stickers on most campus bathroom mirrors that list on and off-campus resources. For questions about the mandated reporter policy or any sexual misconduct issue, you may contact the Title IX Coordinator, Dr. Kate Snider, at ksnider@fandm.edu or 717-358-7178.

Useful Links for Students

- [The Keep Learning Website](#) is the entrance page that provides all the information and resource you need in online learning. The website also houses all the needed links to other

resource on campus. This should be the first resource you use if you have any questions.

- [Remote Learning Resource Website](#) is useful for students who are off campus. The website is particularly useful for international students.
- [Overall Fall 2020 Reopening Plan Website](#) provides the most updated information about COVID and the school plan.

Schedule and weekly learning goals

Week	Module	Expected Learning Outcome	Readings	Dates	To-Do
Aug26-Aug28	Module 0 Warm-Up and Introduction	<ul style="list-style-type: none"> Understand course structure and expectation Finish and familiar with the technical set-up for the course: zoom and canvas. 	(Optional Reading) Textbook Ch. 1: Introduction	Aug 26 (W)	<ul style="list-style-type: none"> Fill out the class survey Getting familiar with the course set up on Canvas
				Aug 27 (R)	<ul style="list-style-type: none"> Synchronous class session – Introduction and syllabus explanation
				Aug 28 (F)	<ul style="list-style-type: none"> Synchronous class session – How to be good online learners and setting expectations
Aug30-Sep4	Module 1 The Modern State	<ul style="list-style-type: none"> Define and identify political institutions; classify different types of political institutions Identify the differences between State, Regime, Government, and Country Explain the characteristic of Modern State and why they are important Able to explain what state capacity is and how to measure it; able to illustrate the impacts of state capacity on development The ability to find and compare datasets measuring state capacity 	Textbook Ch. 2: The Modern State (61 pages in total)	Aug 30 (Su)	<ul style="list-style-type: none"> Complete muddiest point assignment Part I for module 1
				Aug 31 (M)	<ul style="list-style-type: none"> Finish lecture clips for module 1 Complete muddiest point assignment Part II for module 1
				Sep 1 (T)	<ul style="list-style-type: none"> Synchronous class session
				Sep 2 (W)	<ul style="list-style-type: none"> The world in data problem set #1 due
				Sep 3 (R)	<ul style="list-style-type: none"> Group peer review of problem set #1
				Sep 4 (F)	<ul style="list-style-type: none"> Synchronous class session The world in depth group 1 assignment due

Week	Module	Expected Learning Outcome	Readings	Dates	To-Do
Sep6-Sep11	Module 2 States in the Developing World: Colonization and Identity Conflict	<ul style="list-style-type: none"> • Distinguish extractive and inclusive institutions and illustrate the linkages between inclusive institutions and development • Understand the difference between nation and state • Provide examples of nation and state; explain ethnic and civic nationalism • Explain the linkage from nationalism to conflict 	Why Nations Fail: Ch. 3, Ch4, and Ch 14. Textbook Ch. 4: States and Identity (144 pages in total)	Sep 6 (Su)	<ul style="list-style-type: none"> • Complete muddiest point assignment Part I for module 2
				Sep 7 (M)	<ul style="list-style-type: none"> • Finish lecture clips for module 2 • Complete muddiest point assignment Part II for module 2
				Sep 8 (T)	<ul style="list-style-type: none"> • Synchronous class session
				Sep 9 (W)	<ul style="list-style-type: none"> • The world in data problem set #2 due • Evaluation of the world in depth group 1 due
				Sep 10 (R)	<ul style="list-style-type: none"> • Group peer review of problem set #2
				Sep 11 (F)	<ul style="list-style-type: none"> • Synchronous class session • The world in depth group 2 assignment due
Sep13-Sep18	Module 3 Democracy or Dictatorship? Regime and Regime Change	<ul style="list-style-type: none"> • Able to define democracy and identify the attributes of democracy • Describe the trend of regime change overtime • Explain the conditions under which nondemocracies transit to democracy • Explain how and why authoritarian regimes arise • Illustrate the linkage between regime type and development 	Textbook Ch. 3: States, Citizens, and Regimes; Ch.9: Regime Change (106 pages in total)	Sep 13 (Su)	<ul style="list-style-type: none"> • Complete muddiest point assignment Part I for module 3
				Sep 14 (M)	<ul style="list-style-type: none"> • Finish lecture clips for module 3 • Complete muddiest point assignment Part II for module 3
				Sep 15 (T)	<ul style="list-style-type: none"> • Synchronous class session
				Sep 16 (W)	<ul style="list-style-type: none"> • The world in data problem set #3 due • Evaluation of the world in depth group 2 due
				Sep 17 (R)	<ul style="list-style-type: none"> • Group peer review of problem set #3
				Sep 18 (F)	<ul style="list-style-type: none"> • Synchronous class session • The world in depth group 3 assignment due

Week	Module	Expected Learning Outcome	Readings	Dates	To-Do
Sep20-Sep25	Module 4 Regime Type and Governance	<ul style="list-style-type: none"> • Interpret accountability • Explain the similarities and differences between parliamentary democracy, presidentialism, and semipresidentialism • Comparing different electoral systems and impacts on political representation and party system • Articulate subtypes of authoritarian ruling and their impacts • Explain the dictator's dilemma • Explain the role of elections in authoritarian regimes 	Textbook Ch. 5: Governing Institutions in Democracies Ch. 6: Institutions of Participation and Representation in Democracies Ch. 8: Authoritarian Institutions (191 pages)	Sep 20 (Su)	<ul style="list-style-type: none"> • Complete muddiest point assignment Part I for module 4
				Sep 21 (M)	<ul style="list-style-type: none"> • Finish lecture clips for module 4 • Complete muddiest point assignment Part II for module 4
				Sep 22 (T)	<ul style="list-style-type: none"> • Synchronous class session
				Sep 23 (W)	<ul style="list-style-type: none"> • The world in data problem set #4 due • Evaluation of the world in depth group 3 due
				Sep 24 (R)	<ul style="list-style-type: none"> • Group peer review of problem set #4
				Sep 25 (F)	<ul style="list-style-type: none"> • Synchronous class session • The world in depth group 4 assignment due
Sep27-Oct2	Module 5: Simulation		There are no assigned readings. Each simulation group will be required to find relevant readings and information for their assigned roles.	Sep 27 (Su)	
				Sep 28 (M)	<ul style="list-style-type: none"> • Simulation group preparation assignment due
				Sep 29 (T)	<ul style="list-style-type: none"> • Synchronous in class simulation
				Sep 30 (W)	<ul style="list-style-type: none"> • Evaluation of the world in depth group 4 due
				Oct 1 (R)	<ul style="list-style-type: none"> • Synchronous in class simulation
				Oct 2 (F)	<ul style="list-style-type: none"> • Synchronous in class simulation • The world in depth group 5 assignment due

Week	Module	Expected Learning Outcome	Readings	Dates	To-Do
Oct4-Oct9	Final Week			Oct 4 (Su)	
				Oct 5 (M)	<ul style="list-style-type: none"> • Simulation individual reflection paper due
				Oct 6 (Tu)	<ul style="list-style-type: none"> • Start take home final exam
				Oct 7 (W)	<ul style="list-style-type: none"> • Evaluation of the world in depth group 5 due
				Oct 8 (R)	<ul style="list-style-type: none"> • Take home final exam due
				Oct 9 (F)	