

# COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information.</b>					
a.	Submitted by the College of: <u>A&amp;S</u>	Today's Date: <u>11/24/2010</u>			
b.	Department/Division: <u>Political Science</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change[OSC1] definition)				
e.	Contact Person Name: <u>Emily Beaulieu</u>	Email: <u>eabeau2@uky.edu</u>	Phone: <u>7-9677</u>		
f.	Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval		OR	<input type="checkbox"/> Specific Term <sup>2</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>					
a.	Current Prefix and Number: <u>PS 210</u>	Proposed Prefix & Number: _____			
b.	Full Title: <u>Introduction to Comparative Politics</u>	Proposed Title: _____			
c.	Current Transcript Title (if full title is more than 40 characters): _____				
c.	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____		
	Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____				
e.	<b>Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.</b>				
Current:	<u>3</u> Lecture	_____ Laboratory <sup>5</sup>	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>2</u> Lecture	_____ Laboratory	_____ Recitation	<u>1</u> Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
	Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
g.	Current number of credit hours: <u>3</u>		Proposed number of credit hours: _____		

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

# COURSE CHANGE FORM

<b>h.</b>	<b>Currently, is this course repeatable for additional credit?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	<i>If YES: Maximum number of credit hours:</i> _____		
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>i.</b>	<b>Current Course Description for Bulletin:</b>	<u>A general introduction to the domestic politics of countries in the various regions of the world, with an emphasis on the concepts used to understand why political issues and processes differ across developed and developing nations. Students also learn how domestic politics are shaped by super-national institutions and by national integration into a global economy.</u>	
	<i>Proposed Course Description for Bulletin:</i> _____		
<b>j.</b>	<b>Current Prerequisites, if any:</b> _____		
	<i>Proposed Prerequisites, if any:</i> _____		
<b>k.</b>	Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.		
<b>l.</b>	<b>Current Supplementary Teaching Component, if any:</b>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
<b>3.</b>	<b>Currently, is this course taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>4.</b>	<b>Are significant changes in content/teaching objectives of the course being proposed?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<u>(fulfills Gen Ed area Citizenship Global Dynamics)</u>		
<b>5.</b>	<b>Course Relationship to Program(s).</b>		
<b>a.</b>	<b>Are there other depts and/or pgms that could be affected by the proposed change?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____		
<b>b.</b>	<b>Will modifying this course result in a new requirement<sup>7</sup> for ANY program?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES <sup>7</sup> , list the program(s) here: _____		
<b>6.</b>	<b>Information to be Placed on Syllabus.</b>		
<b>a.</b>	<input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)	

<sup>6</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

# COURSE CHANGE FORM

## Signature Routing Log

### General Information:

Course Prefix and Number: PS 210

Proposal Contact Person Name: Emily Beaulieu Phone: 7-9677 Email: eabeau2@uky.edu

### INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

### Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
		/ /	
		/ /	
		/ /	
		/ /	
		/ /	

### External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## SIGNATURE ROUTING LOG

**General Information:**

Proposal Type: Course  Program  Other

Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): PS 210 (Gen Ed)

Proposal Contact Person Name: Emily Beaulieu Phone: 7-9677 Email: eabeau2@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

*rev'd 2/2/10*

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Political Science, DUS	<i>9/21/10</i>	Ernest Yanarella / 7-2989 / ejyana@uky.edu	<i>Ernest Yanarella</i>
Political Science, Chair	<i>9/21/10</i>	Donald Gross / 7-8581 / POL146@uky.edu	<i>Donald Gross</i>
		/ /	
		/ /	
A&S Ed. Policy Cmte.	<i>2/1/11</i>	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	<i>Joanna Badagliacco</i>
A&S Dean	<i>2/1/11</i>	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	<i>Anna Bosch</i>

*2/22/11 added  
2/24/11 to Gill*

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council			
Graduate Council	1/24/2012	Sharon Gill	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

*PS 210 added  
links  
orig. not part*

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# General Education Course Approval Cover Sheet

Date of Submission 11/24/2010

**1. Check which area(s) this course applies to**

- |                                  |                          |  |                                     |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry – Arts & Creativity      | <input type="checkbox"/> | Composition & Communications - II      | <input type="checkbox"/>            |
| Inquiry – Humanities             | <input type="checkbox"/> | Quantitative Foundations               | <input type="checkbox"/>            |
| Inquiry – Nat/Math/Phys Sci      | <input type="checkbox"/> | Statistical Inferential Reasoning      | <input type="checkbox"/>            |
| Inquiry – Social Sciences        | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input type="checkbox"/>            |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics                        | <input checked="" type="checkbox"/> |

**2. Provide Course and Department Information.**

Department: Political Science

Course Prefix and Number: PS 210 Credit hours: 3

Course Title: Intro to Comparative Politics

Expected # of Students per Calendar Yr: 600 Course Required for Majors in your Program (check one)? Yes  No

Prerequisite(s) for Course? None

This request is for (check one) A New Course  An Existing Course

Departmental Contact Information

Name: Emily Beaulieu Email: eabeau2@uky.edu

Office Address: 1615 Patterson Office Tower Phone: 7-9677

**3. In addition to this form, the following must be submitted for consideration:**

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15<sup>th</sup>, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

**4. Signatures**

Department Chair: Donald P. Greene Date: 1/30/11

Dean: Anna R. K. Bosch ARK Bosch Date: 2/1/11

All proposals are to be submitted from the College Dean's Office  
 Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form  
Global Dynamics**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** PS 210

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:  
Week 4; Week 7; Week 13

Brief Description:

The comparative nature of this course means that students will constantly be confronted with issues of global diversity. Through both thematic investigations and country-case studies they will be shown variation around with world with respect to a wide range of issues. Equality, in particular will be highlighted explicitly in the first and second sections of the course that deal with political and economic equality respectively. In the first two sections of the course students will demonstrate their understanding of these issues by submitting the first two component assignments for their final project: their chosen topic (week 4) and the countries they have chosen for comparison (week 7). Their final project will incorporate these components into a more in-depth examination and explanation of global diversity.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:  
weeks 5; 8 ;11; 13 & 14

Brief Description:

From the beginning of the course, students will know that the explicit normative approach of the course is intended, in part, to raise their consciousness as global citizens. The explicit “comparing capabilities” exercise at the end of each thematic section, accompanied by debate exercises in section, and the final project assignment, will provide students multiple opportunities to demonstrate their understanding of the complex implications of politics and policy-making in different social and economic circumstances.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:  
weeks 5; 8; 11; 13 & 14

Brief Description:

The “comparing capabilities” review of each section will be accompanied by debates in discussion section. These sections of the course call on students to return to the Good Society framework, and apply the concepts that have been covered in that section to understand their normative implications.

For example at the end of the Political Economy section we have a conversation about the relative merits and considerations associated with different levels of state intervention in markets. The in-section debates that accompany these reviews in lecture will allow students to demonstrate explicitly consideration of the normative implications of various political structures, by forcing them to argue for or against a particular policy position and support their argument. The final assignment will also provide another opportunity for students to demonstrate such understanding as they compare countries and explain their differences, in particular discussing the implications of their study for public policy.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21<sup>st</sup> century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:  
weeks 5; 8; 11; 13 & 14; final exam

Brief Description:

This course draws on case material from the United States, eight contemporary countries outside the US, and one historical case (the former Soviet Union). The US appears in three of the four thematic sections of the course, because it tends to facilitate comparisons for students with limited knowledge outside their own country, but in any one section, information on the US constitutes no more than 1/6 of the total material devoted to case studies. The midterm and final exams, debates, and final project will all provide students opportunities to demonstrate their understanding of politics outside the US today.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:  
week 8 (midterm); final exam

Brief Description:

The interplay between local phenomena and global trends is highlighted in some portion of the substantive material for every section of this course; from the global spread of democracy and economic globalization, to environmental social movements and international influences on economic development. While these issues may come up in debates, and the final project, depending on the student's chosen topic, both the midterm and exam will provide students to demonstrate an understanding of the local-global connections.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- o social, cultural, and institutional change;
- o civic engagement;
- o regional, national or cross-national comparisons;
- o power and resistance.

Date/location on syllabus of such evidence:  
All weeks

Brief description:

The substantive course material addresses the four topics listed above using various themes in comparative politics. While all students will certainly demonstrate an understanding of (c) by the end of the semester, with their final project assignment, the extent to which they choose to emphasize the other topics will depend largely on the particular issue they choose to address in their final project.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

week 13: final project

Brief description:

Students will produce a final project 5-6 pages in length identifying a current issue relevant to comparative politics, comparing a set of countries with respect to that issue, and offering an explanation for the similarities or differences they observe. One page will include some visual representation of their chosen topic (this can be a picture, a histogram, a map, etc.); 2-2.5 pages will compare the student's chosen countries with respect to their topic of interest; 2-2.5 pages will offer an explanation for this difference with a discussion of policy implications.

The non-US focus constitutes at least 50% of the course.

Brief Description:

This course draws on case material from the United States, eight contemporary countries outside the US, and one historical case (the former Soviet Union). The US appears in three of the four thematic sections of the course, because it tends to facilitate comparisons for students with limited knowledge outside their own country, but in any one section, information on the US constitutes no more than 1/6 of the total material devoted to case studies.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Week 10 (bibliography assignment); Week 13 (Final Project)

Brief description:

In week 10, students will submit an annotated bibliography with at least three sources. One will be the source of the empirical indicator(s) the students have chosen. The other two sources must be published books or articles on the student's chosen topic that contribute to either the description or hypothesized explanation. The final project will also include a bibliography. At two points in the course, I plan for section activities to focus around library use, taking place in the library and engaging the assistance of library personnel, both as students seek to formulate their topic and select an empirical indicator, and as they construct their annotated bibliography.

Reviewer Comments:



## PS 210 (xxx) Introduction to Comparative Politics

**Lecture:** days/time location  
**Sections:** day/time location

Professor: Emily Beaulieu  
Office Hours: day/time

Email: emily.beaulieu@uky.edu  
Office: 1627 POT

Teaching Assistant: TBA  
Office Hours: day/time

Email:  
Office:

### Bulletin Description

A general introduction to the domestic politics of countries in the various regions of the world, with an emphasis on the concepts used to understand why political issues and processes differ across developed and developing nations. Students also learn how domestic politics are shaped by super-national institutions and by national integration into a global economy.

**Overview:** This course begins from the premise that individuals around the world experience varying degrees of freedom and overall quality of life. In this course we will explore a mix of theories in political science and country case studies to understand the diversity that exists in the world, and the ways that politics and policy shape people's capabilities to live fulfilling lives. This course is designed to help students master one of the fundamental methods of scientific inquiry and inference: comparison. At the same time, this course pushes students to think as global citizens, about how they can employ the comparative method to address some of the major social and economic issues confronting people in the world today.

**Course Objectives:** To introduce students to the study of political processes outside of the United States and to help them achieve the following *student learning outcomes*:

- Demonstrate knowledge of concepts, theories, and methods of political science in the comparative context
- Compare different political, social, and economic features of countries and regions around the world
- Apply the theories and comparative methods of inquiry to real-life issues in the world today
- Critically evaluate the relative merits of particular policy decisions, based on the impact on individual capabilities.

### Course Materials:

Primary Text—Draper, Alan & Ansil Ramsay. 2008. *The Good Society: An Introduction to Comparative Politics*. New York: Pearson Education.

Blackboard—Students will need to access blackboard for answers to questions they may have about the course. Blackboard will also be used to post course announcements, course materials, and grades. Students are responsible for retrieving course materials

from blackboard, and should access this course on blackboard as soon as possible, so that problems do not compromise performance in the course. Students who have problems accessing blackboard are encouraged to consult: [elearning.uky.edu/](http://elearning.uky.edu/) for assistance.

**Evaluation:**

Section Participation (25%)—Students are expected to attend their Friday sections and participate in discussions and debates. During the first section meeting, Teaching Assistants will clarify their participation expectations. This portion of the student’s grade will be based on the TA’s assessment of their participation in section.

Exams (25%)—Students will take one mid-term and one non-cumulative final. These exams will test retention of concepts using a series of multiple choice, true/false and matching questions. Each exam will be worth 50% of the student’s exam grade.

Final Project (50%)—Students will produce a final project 5-6 pages in length identifying a current issue relevant to comparative politics, comparing a set of countries with respect to that issue, and offering an explanation for the similarities or differences they observe. The specifics of this assignment will be described in more detail in the “Final Project Assignment” section at the end of this document. There students will also find a description of the various small assignments to be completed over the course of the semester, and their respective weight in the final project grading.

Midterm Grade: Students will receive a midterm evaluation based on the formula:  
 $.25(\text{section participation to date}) + .25(\text{midterm}) + .25(\text{topic assignment}) + .25(\text{country assignment}) = \text{Grade}$

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Final Grade: Students will receive a final grade based on the following formula:  
 $.25(\text{section participation}) + .175(\text{midterm}) + .175(\text{Final}) + .50(\text{Final Project}^*) = \text{Grade}$

\*The Final Project portion of the grade can be calculated using the following Formula:  
 $.1(\text{Topic Assignment}) + .15 (\text{Country Assignment}) + .15 (\text{Bibliography Assignment}) + .6 (\text{Final Paper}) = \text{Final Project Grade}$

**Grading Scale:** Each assignment will receive a percentage grade and both midterm and final grade formulas will result in a grade percentage, which will translate into a letter grade using the following scale:

100 – 90—A      89 – 80—B      79 – 70—C      69 – 60—D      59—E

**Expectations:**

Attendance—Students are strongly encouraged to attend class. There is no formal penalty for missing lecture, but students will be responsible for all lecture materials,

which will not be made available outside of class. Section attendance is not mandatory but absences from section will adversely affect students' participation grades. Furthermore, students must submit all assignments in section, and will not be allowed to submit them otherwise, unless they can document that their absence was due to a personal or family medical emergency.

Classroom Conduct—Students are expected to behave in a respectful manner during lecture and discussion sections. In lecture, this means minimizing disruptions by silencing cell phones, refraining from texting, using laptops only to take notes, and limiting conversations. In section this will mean minimizing disruptions and respecting the potentially diverse viewpoints of your classmates.

Assignments—All assignments in this class are individual assignments. While students are encouraged to study together and to discuss course materials, each student is expected to submit their own work, as described in the section on academic integrity below. All assignments will be due in discussion section. Specific due dates are listed on the course outline at the end of the syllabus.

Academic Integrity—Students are expected to submit work that is of their own thought, study, and expression, under the guidelines provided for each assignment. Any student who submits work that is not their own will be reported to the Associate Dean of Research and Academic affairs for the college of Arts & Sciences, on suspicion of academic dishonesty. Students with questions about academic dishonesty should visit: [www.uky.edu/IntlAffairs/students\\_scholars/pros\\_academicresource.html#dishonesty](http://www.uky.edu/IntlAffairs/students_scholars/pros_academicresource.html#dishonesty)

**Accommodations:**

Excused Absences—Since grades are not based on attendance, routine absences do not require any excuse. Students who are absent from section when assignments are due, however, will only be allowed to turn in their assignments if they can provide documentation that they were absent due to a personal or family medical emergency. Students should note that even excused absences will adversely affect their participation grades in section.

Make-up exams—Make-up exams will be allowed only in two circumstances: 1) if the student knows they are going to miss the exam, and schedules a make-up in advance. 2) if the student can provide documentation that they missed the exam because of a personal or family medical emergency.

Students with disabilities— If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@eamil.uky.edu](mailto:jkarnes@eamil.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Excused Absences (boilerplate):**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences (boilerplate):**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity (boilerplate):**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

## Course Outline:

Weeks (dates)	Lecture Topics	Readings (GS = Good Society)	Section Schedule (Assignments Due)
1 (dates)	<b>Introduction:</b> The Good Society & Capabilities Comparison & Inference	<b>GS: Chapter 1</b>  <b>Lijphart</b> "Comparative Politics and the Comparative Method"	Introduction
2 (dates)	<b>The State:</b> Leadership and Selection Authoritarian States Transitions to Democracy	<b>GS: Chapter 2</b>  <b>GS Case Studies:</b> 312-319, 293-295 & "In Depth" Pg. 297, 245-247, 250-251 & 326-230, 260-267 & 330-331	Final Project: Measurement
3 (dates)	Democratic Institutions	<b>GS Case Studies:</b> 150-152, 159-161 & 166-170	Lecture material review
4 (dates)	Elections	<b>GS Case Studies:</b> 273-74, 285-286, 308-311	Lecture material review <b>(Final Project Topic)</b>
5 (dates)	<i>Comparing Capabilities: Which types of states and institutions are best?</i>		States Debate
6 (dates)	<b>The Market:</b> Advantages & Problems State intervention in markets	<b>GS: Chapter 3</b>  <b>GS Case Studies:</b> 282-285, 165-66, 271-73 & 295-300	Project: Countries & Comparison
7 (dates)	Economic Globalization	<b>GS Case Studies:</b> 170-73, 176-78 & 323-26	Midterm Review <b>(Final Project Countries)</b>
8 (dates)	<i>Comparing Capabilities: What forms and levels of state intervention in markets are best?</i>  <b>MIDTERM: Date/time/duration/location</b>	<b>GS Case Studies:</b> 155-59	Markets Debate
9 (dates)	<b>Collective Action:</b> Social & Political Cleavages Interest Groups Political Parties & Party Systems	<b>GS: Chapter 4</b>  <b>GS Case Studies:</b> 178-81, 152-55 & 277-82, 173-76 & 161-64	Project: Visual Representations
10 (dates)	<u>Synthesis:</u> Regime types—patterns of states, market intervention, and collective action	<b>GS: Chapter 5</b>	Lecture material review <b>(Final Project Bibliography)</b>
11 (dates)	<i>Comparing Capabilities: Which Regime types are best for human capabilities?</i>		Collective Action Debate
12 (dates)	<b>Economic Development:</b> State Capacity Democracy Violence	<b>GS: Chapter 7</b>  <b>GS Case Studies:</b> 250-60 & 300-06, 274-77,	Project: Hypothesis Formation
13 (dates)	<u>Synthesis:</u> Explaining Economic Development  <u>Synthesis:</u> Developing Country Regime Types	<b>GS Case Studies:</b> 254-56, 248-250  <b>GS: Chapter 8</b>	Lecture material review <b>(Final Projects DUE)</b>
14 (dates)	<i>Comparing Capabilities: Which developing regimes are best for human capabilities?</i>		Development Debate
15 (dates)	<b>Conclusions:</b> What have we learned? The Good Society Revisited	<b>GS:</b> 336-40	Final Review
DATE	<b>FINAL: Time/Duration/Location</b>		

**Final Project:** Students will choose an economic, social, or political issue that interests them and produce a 5-6 page paper comparing different countries with respect to that particular issue. Students will be able to choose the issue and countries they wish to compare.

Students will complete a series of small assignments throughout the semester related to this project and will receive feedback to facilitate better outcomes. Due dates for each assignment, and the proportion of the student's overall grade for the final project, are described below:

**Topic (10%):** Students will submit a single paragraph describing the particular issue they are interested in investigating. The paragraph should also describe the empirical indicator(s) they plan to focus on when investigating their chosen issue.

**Countries (15%):** Students will submit a single paragraph describing the countries they will use in their comparison and any initial impressions they have about how their chosen countries differ with respect to their chosen issue.

**Bibliography (15%):** Students will submit an annotated bibliography with at least three sources. One will be the source of the empirical indicator(s) the students have chosen. The other two sources must be published books or articles on the student's chosen topic that contribute to either the description or hypothesized explanation. (Note: many published books/articles are now available online, which is fine, but sources that are only available online, such as blogs, or Wikipedia, are not adequate.) Citations should follow the Chicago Manual of Style: <http://www.chicagomanualofstyle.org/home.html> After every citation, students should provide 2-3 sentences describing the information in this source and how it will contribute to their final project.

**Final Paper (60%):** Students will submit a final project of 5-6 pages in length that conforms to the following standards:

1 page visual representation of issue/country comparison. The students will choose the form of the visual representation. This might result in anything from a bar-graph comparing literacy rates in Latin America, to side-by-side images of protest in China and Japan, to a map of the world shaded to represent the percentage of each country's population living in poverty.

2-2.5 pages description. In the description, students are expected to provide more detail about the visual representation of their comparison. In particular, students should highlight similarities and differences among their chosen countries.

2-2.5 pages explanation. In the explanation, students will propose a hypothesis for the patterns they have shown in the first half of the final project and discuss the policy implications of this explanation. Students will be expected to draw on theories covered in class and/or in the outside sources they have read. All sources submitted in the annotated bibliography will be cited appropriately

Additional Guidelines:

Pages double-spaced, .75-1" margins, 12 pt. Times New Roman Font  
Sources cited appropriately, using Chicago Manual of Style guidelines  
Final Bibliography attached, no annotation necessary