

AUG 18 1995

# REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 169  
Action approved  
9-21-95

## COVER SHEET: Request for Approval to Use W-Designation

### TYPE I. PROFESSOR COMMITMENT

- Professor Steven F. Jackson Phone x7962
- Writing Workshop? (If not at IUP, where? when?) \_\_\_\_\_
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

### TYPE II. DEPARTMENT COURSE

- Department Contact Person \_\_\_\_\_ Phone \_\_\_\_\_
- Course Number/Title \_\_\_\_\_
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

### TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) \_\_\_\_\_ Phone \_\_\_\_\_
- Course Number/Title \_\_\_\_\_
- Proposal for this W-course (see instructions below)

### SIGNATURES:

Professor(s) [Signature]

Department Chairperson \_\_\_\_\_

College Dean [Signature] 8/25/95

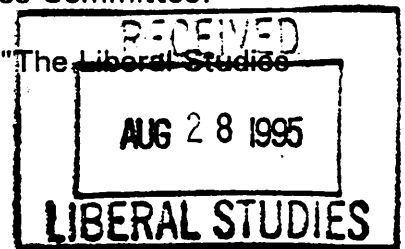
Director of Liberal Studies Darlene Richard 10-3-95

### COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

**Please number all pages.** Provide one copy to Liberal Studies Committee.

**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



**Summary of Writing Assignments for PS280**

<b>Assignment</b>	<b># of Assignments</b>	<b>Total # of Pages</b>	<b>Graded (yes/no)</b>	<b>Revisions (yes/no)</b>	<b>% of Final Grade</b>
Research Essay/Final	1	8	y	n	30%
Short Essays	4	3-4@	y	3/4	40%
Quizzes	10	5	y	n	20%
informal writing	apprx 10	1/3pp@	n	n	0%

## **Writing Summary – PS280 “Comparative Political Systems: Western”**

PS280 “Comparative Political Systems: Western” is proposed for identification as a /W/ course. The course is taught every Fall.

There are five basic types of writing in the course:

1. *Independent Research Writing.* Described as “Adopt-a-country” Final examination in the syllabus, students will investigate a country about which they will write their take-home final exam. This will involve library, on-line and inter-library loan based research, note-taking, and a major formal research essay. The students will choose their final exam questions from a list, giving them constrained flexibility to match questions with their adopted countries to optimize their essays. This will force students to think about the nature and implications of questions and inquiry. This will be thirty percent of the course grade.
2. *Causal Analysis Writing.* The second short essay in the course specifically examines causes and effects to encourage students to think analytically about political instability and structural characteristics of political systems. The three- to four-page essay will be based upon historical comparisons available in the readings and through lectures, and will constitute ten percent of the course grade.
3. *Value Clarification Essays.* The first short essay of the course will focus on the conflicting goals and values within different forms of democracy, and will be introduced with an informal analytical writing process of identifying trade-offs such as between stability and participation, leadership and democracy, and then building larger analytical groupings. The essay will then be followed up by an opinion paper on systems of representation (third short paper) which will examine the German electoral system. The two short essays will be ten percent each; the informal writing will not be graded.
4. *Functional/Process Description.* The quizzes for Britain, Germany, and Japan sections of the course will include an essay portion which will ask students to describe the electoral or governmental processes of those countries. The answers to these quizzes will be typed and copied onto overheads for comparison and analysis of writing style, content, and deviations from standard written English.
5. *Critique-Self Critique.* Frequent in-class informal writing assignments on readings which are then exchanged with partners, and then analyzed for points of improvement in the original student’s essay (e.g., “What did your partner’s essay say in more persuasive or efficient manner than yours?”). Random students are then called upon to share their ideas.

**Student Information and Acknowledgment Form**

Course: PS280 Comparative Government I

Please read the attached syllabus, fill out the information on this cover sheet, and sign it to indicate that you have read and understand the requirements of the course in full. This information helps me understand your needs better, and will be kept confidential. Please detach this sheet and hand it to me at the end of your first class session.

Name: \_\_\_\_\_

Year in school: \_\_\_\_\_

Major (if any): \_\_\_\_\_

Social Security Number:

Mailing Address:

Phone Number (optional): (    )    -

Previous international experience (travel, residence, nationality), if any:

Briefly describe your reasons for taking the course:

Are there any special circumstances of which I should be aware?

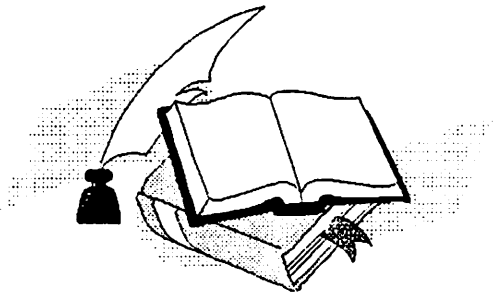
I have read and understand the course requirements and conditions. I further grant permission for the instructor to use examples of my writing for educational purposes.

Signed \_\_\_\_\_

**Political Science 230**  
**Comparative Government I: Western Political Systems**

Dr. Steven F. Jackson  
 Dept. Political Science  
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Indiana University of Pennsylvania  
 Semester: Fall 1995  
 Credits: 3  
 Section: 001  
 Room: Keith 231  
 Time: MWF 10:30-11:30  
 Section: 002  
 Room: Keith 245  
 Time: MWF 9:15-10:15



### **I. Introduction**

**Catalog Description:** "Analyzes Western political systems with emphasis upon major contemporary democratic governments of Europe. Analyzes and compares their political cultures, political institutions, and political processes." In addition, the course has been designated "Writing-Intensive" and fulfills a /W/ requirement for Liberal Studies.

Comparative politics is the purposive study of political phenomena in different states in an effort to determine what causes those phenomena, be they universal political tendencies, tendencies which are characteristic of only a certain category of states, or particular to that state only. This course is an introduction to some of the core concepts of comparative politics as seen through the politics of a number of different types of states. For each state, one or more core concepts concerning comparative politics will be introduced. These concepts are then applied by the students in the final examination to another country randomly selected by the instructor. Thus, the course is organized in a progression of learning: facts, analytical tools, application.

**Objectives and expected outcomes of the course:**

1. Substantively, students will be able to understand basic terms of comparative politics. They will be able to recognize key differences and similarities in types of democratic governments. They will also understand the historical background of key events in the history of the countries studied. Students will also be able to make analytical comparisons of the countries studied to other Western style democracies.
2. Students are also expected to acquire or enhance particular skills in the course. Of these, writing, independent research, and the ability to integrate case and theoretical material are the most important. The writing will emphasize short comparative, analytical, value, and causal papers.

### **II. Office Hours**

My office is in Keith Hall Annex A-107. Office hours are Wednesdays, 2:30-5:00, by appointment, or drop in.

### III. Textbooks

There are two required texts for this course: They are available at the Student Co-operative Association bookstore in the Hadley Union Building. They are:

Haus, Charles. *Comparative Politics: Domestic Responses to Global Challenges*. Minneapolis: West Publishing, 1994.

Søe, Christian, ed. Annual Editions: *Comparative Politics 95/96*, 13th ed. Guilford CT: Dushkin Publishing, 1995.

**Note:** The readings are expected to be completed for the session under which they are listed on the syllabus. Students should also purchase a recognized style manual such as APA, MLA, or Turabian. In addition, it is expected that students will regularly read a major newspaper, such as the *New York Times*, *Christian Science Monitor*, *Wall Street Journal*, *Washington Post*, or *Los Angeles Times*.

### IV. Attendance, Make-up and Late Material Policy

Attendance of the course is expected but not required. Students should be aware that frequent quizzes, discussion, suggestions and announcements in class make frequent absences highly inadvisable.

The lowest two quiz scores will be dropped from grade calculation. No makeup quizzes or tests will be administered. Late papers will be penalized 5% for each twenty-four hour period that they are late, including weekends, and it is the student's responsibility to ensure that I have received the paper. The paper will be considered received when I see the paper or it is dated by a member of the political science department. Note that late take-home final examinations are assessed a 15% penalty per day.

### V. Course Requirements and Evaluation

**Discussion and attendance:** This class will be taught in an interactive manner, and students are expected and required to speak, discuss, and comment on the topics of the course. This means that the quality of student comments will be evaluated, not simply quantity. Students are also expected to cooperate in formal and informal groups.

**Short papers:** All students will write four short essays (750-1,000 words) on a common topic demonstrating original thinking and writing. The due dates are indicated in the syllabus, and the topic sheets are appended. The paper will be evaluated both on its substantive and writing merits. Late papers will be penalized 5% for each twenty-four hour period that they are late, including weekends, and it is the student's responsibility to ensure that I have received the paper. The paper will be considered received when I see the paper or it is dated by a member of the political science department. Papers will be returned with comments and students will have the opportunity to rewrite three of the papers.

**Quizzes:** At the conclusion of each topic, a brief quiz will be administered, graded and returned. These quizzes will consist of brief identifications of short essays, names, events, dates, multiple choice, and blank regional maps. The lowest two quiz grades during the semester will be dropped, and the grade calculated upon the remaining quizzes. No makeup quizzes will be administered. One quiz will be to request at least one book or scholarly article via Inter-Library Loan.

**Adopt-a-country:** At the beginning of the ninth week of the course ("Japan 1"), each student will be randomly assigned a country other than those examined in the course for additional research and investigation. The final examination will ask the student to apply some of the core concepts discussed in the course to their "adopted country."

**Final examination:** A one-week take-home examination of your adopted country, due at the time of the scheduled final exam. The date of the examination is indicated at the end of the schedule section of the syllabus and in the *Undergraduate Schedule*. The exam must not exceed 2,000 words, approximately eight double-spaced typewritten pages. The limit will be strictly applied, with a 5% grade penalty for each half page beyond the limit, in the judgment of the instructor. **Note that late take-home final examinations are assessed a 15% penalty per day.**

Distribution:

discussion	10%
short paper 1	10%
short paper 2	10%
short paper 3	10%
short paper 4	10%
quizzes	20%
final examination	30%

## VI. Schedule and Readings

### Aug. 30-Sept. 1                      Introduction

Haus, chapter 3, "The Industrialized Democracies."

*Annual Editions*, article 33, "What Democracy Is...and Is Not," article 35., "Electoral Reform: Good Government? Fairness? Or Vice Versa"; article 1, "Voters Reject Incumbents."

### Sept. 4-8                                      The United States

Haus, chapter 2, "The United States : Our Frame of Reference."

*Annual Editions*, articles 40 "Diagnosis: Healthier in Europe," 41, "Europe and the Underclass: The Slippery Slope."

**Sept. 11-15**                    **The United Kingdom (1)**  
**Sept. 11, 5:00pm: First Paper Due**

Hauss, chapter 4, "Great Britain."

**Sept. 18-22**                    **The United Kingdom (2)**

*Annual Editions*, articles 2-5.

**Sept. 25-29**                    **France (1)**

Hauss, chapter 5, "France."

**Oct. 2-6**                        **France (2)**

*Annual Editions*, articles 11-16.

**Oct. 9-13**                        **Germany (1)**  
**Oct. 9, 5:00pm: Second Paper Due**

Hauss, chapter 6, "Germany."

**Oct. 16-20**                        **Germany (2)**

*Annual Editions*, articles 8-10, 32

**Oct. 23-27**                        **Japan (1)**  
**Countries Adopted**

Hauss, chapter 8, "Japan."

**Oct. 30-Nov. 3**                    **Japan (2)**  
**Oct. 30, 5:00pm: Third Paper Due**

*Annual Editions*, articles 22-24.



**Nov. 6-10 Italy (1)**

*Annual Editions*, articles 17-21.

**Nov. 13-17 Italy (2)**

No assigned readings.

**Nov. 20-24 European Union**

**Nov. 20, 5:00pm: Fourth Paper Due**

Haus, chapter 6, "The European Community."

*Annual Editions*, articles 37-39.

**Nov. 27-Dec. 1 Political Institutions in Comparative Perspective**

*Annual Editions*, articles 34-36.

**Dec. 4-8 Social Cleavages and Social Change in Comparative Perspective**

*Annual Editions*, articles 26-31.

**Dec. 11 Approaches to Comparative Politics and Review**

Haus, chapter 1, "Comparative Politics and a Changing World."

**Final Examination:**

section 1 (MWF 10:30): Wednesday December 20 by 5:00.

section 2 (MWF 9:15): Thursday December 14 by 5:00.

**VII. Statement of Student Responsibility**

I am committed to the principle of active learning. For me, this means that learning cannot take place without students' active involvement in, commitment to, and responsibility for, their own education. Hence it is important that students conduct themselves in ways that indicate respect for the learning community and the learning process. While it is difficult to specify precisely what this means in all cases, at the very least it entails coming to class on time and being prepared to remain in one's seat for the duration of the class period. Respect for the learning community and the learning process would normally exclude persistent lateness, leaving the

classroom during class time, and/or falling asleep in class. I also ask that you refrain from bringing food into the classroom.

### VIII. Documentation

Here are a few simple rules about quotations, paraphrases, and plagiarism. Learn them and practice them.

1. "When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote."
2. "When you paraphrase another's words, use you own words and your own sentence structure, and be sure to use a footnote giving the source of the idea."
3. "A plagiarist often merely changes a few words or simply rearranges the words in the source."

Source: *Harbrace College Handbook*, p. 407.

Plagiarized work will result at the very least in a grade of "0" on the paper assignment, and such an event ~~will be reported to the Dean of the College, as per our college policies.~~

### Bibliographies and Notes

In the main, individual entries in all scholarly reference lists and bibliographies include similar information about a published work. For a book, these facts are

Name of the author or authors, or the editors  
Full title of the book, including the subtitle  
Edition, if not the original  
City of publication  
Publisher's name  
Date of publication

For an article in a periodical, the facts given are

Name of the author  
Title of the article  
Name of the periodical  
Volume number (sometime the issue number)  
Date  
Pages occupied by the article<sup>1</sup>

Please note also that bibliographies are usually formatted on a page with a centered title labeled "bibliography" and individual entries are usually entered with a "hanging indent," that is, the second and subsequent lines of the entry are indented five spaces, so that the author's last name "hangs" for easy recognition. A blank line should separate each entry, which can be either single spaced or (more properly) double spaced. Below are four examples with footnote equivalents, and references to style book sections.

---

<sup>1</sup>University of Chicago Press, *The Chicago Manual of Style*, 13th ed. (Chicago: University of Chicago Press, 1982), 438-439.

Cummings, Bruce. "The Origins and Development of the Northeast Asian Political Economy: Industrial Sectors, Product Cycles, and Political Consequences." In *The Political Economy of the New Asian Industrialism*, ed. Frederic C. Deyo, 44-83. Ithaca: Cornell University Press, 1987.<sup>2</sup>  
[Chicago 16.49-50; Turabian 11.26; MLA 4.5.8]

Johnson, Chalmers, ed. *Change in Communist Systems*. Stanford: Stanford University Press, 1970.<sup>3</sup>  
[Chicago 16.24; Turabian 11.11; MLA 4.5.2]

Moody, Peter R., Jr. "The Political Culture of Chinese Students and Intellectuals." *Asian Survey* 28 (November 1988): 1140-1160.<sup>4</sup>  
[Chicago 16.98-127; Turabian 11.39; MLA 4.7.1]

Organski, A. F. K., and Jacek Kugler. *The War Ledger*. Chicago: University of Chicago Press, 1980.<sup>5</sup>  
[Chicago 16.11-97, specif. 16.15; Turabian 11.4; MLA 4.5.4]

Please note the following in the examples: First, the first letters of the major words in the title of Cumings's chapter are set in capitals, even though in the original they were in lowercase letters.<sup>6</sup> Also note that the volume number for *Asian Survey* is given in Arabic, not Roman numerals, even though that journal uses Roman numerals on its title page.<sup>7</sup> Also, note that a comma is placed between Organski and Kugler's names.<sup>8</sup>

The major differences between bibliographic form and note form are that names are not reversed in notes, and the major elements of the citation are divided by commas, not periods. The facts of publication are enclosed in parentheses in a note but not in a bibliography. Footnotes are usually divided from the text with a two-inch line.

For additional forms, see one of the following:

Gibaldi, Joseph, and Walter S. Achtert, eds. *The MLA Guide for Writers of Research Papers*. 2d ed. New York: Modern Language Association of America, 1984.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 5th ed. Chicago: University of Chicago Press, 1982.

\_\_\_\_\_. *Student's Guide for Writing College Papers*. 3rd ed. Chicago: University of Chicago Press, 1976.

University of Chicago Press. *The Chicago Manual of Style*. 13th ed. Chicago: University of Chicago Press, 1982.

<sup>2</sup>Bruce Cummings, "The Origins and Development of the Northeast Asian Political Economy: Industrial Sectors, Product Cycles, and Political Consequences," in *The Political Economy of the New Asian Industrialism*, ed. Frederic C. Deyo. (Ithaca: Cornell University Press, 1987), 45.  
[Chicago 17.46; Turabian 11.26; MLA 5.8.5f]

<sup>3</sup>Chalmers Johnson, ed., *Change in Communist Systems* (Stanford: Stanford University Press, 1970), 5.  
[Chicago 17.35; Turabian 11.11; MLA 5.8.5b]

<sup>4</sup>Peter R. Moody, Jr., "The Political Culture of Chinese Students and Intellectuals," *Asian Survey* 28 (November 1988): 1142-1145.  
[Chicago 17.51; Turabian 11.39; MLA 5.8.6a]

<sup>5</sup>A. F. K. Organski and Jacek Kugler, *The War Ledger* (Chicago: University of Chicago Press, 1980), 1-12.  
[Chicago 17.29; Turabian 11.4; MLA 5.8.5c]

<sup>6</sup>University of Chicago Press, *The Chicago Manual of Style*, 13th ed. (Chicago: University of Chicago Press, 1982), 222.

<sup>7</sup>*Ibid.*, 462.

<sup>8</sup>*Ibid.*, 441.

## IX. Bibliography

Below are listed some of the major resources students will wish to consult for reading beyond the text(s):

### Journals:

*Comparative Political Studies.*

*Comparative Politics.*

*Current History.*

*Foreign Affairs.*

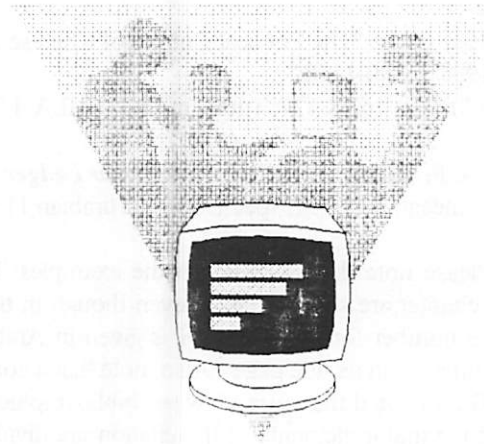
*International Affairs.*

*OECD Observer.*

*Orbis.*

*World Affairs.*

*World Policy Journal.*



### Books and Monographs:

Butler, David, and Gareth Butler. *British Political Facts 1900-1945*. 6th ed. New York: St. Martin's, 1986.

Cipolla, Carlo M., ed. *The Fontana Economic History of Europe: vol. 3, the Industrial Revolution*. London: Collins, 1973.

Council of Europe. *European Yearbook*. The Hague: Nijhoff, annual.

Craig, Gordon A. *Germany 1866-1945*. New York: Oxford University Press, 1978.

\_\_\_\_\_. *The Politics of the Prussian Army, 1640-1945*. London: Oxford University Press, 1954.

Curtis, Gerald L. *The Japanese Way of Politics*. New York: Columbia University Press, 1988.

Dalton, Russell J. *Politics in West Germany*. Glenview, IL: Scott, Foresman, 1989.

Derbyshire, Ian. *Politics in France: From Giscard to Mitterand*. 2d ed. Edinburgh: Chambers, 1990.

Hague, Rod, Martin Harrop, and Shaun Breslin. *Political Science: A Comparative Introduction*. New York: St. Martin's, 1992.

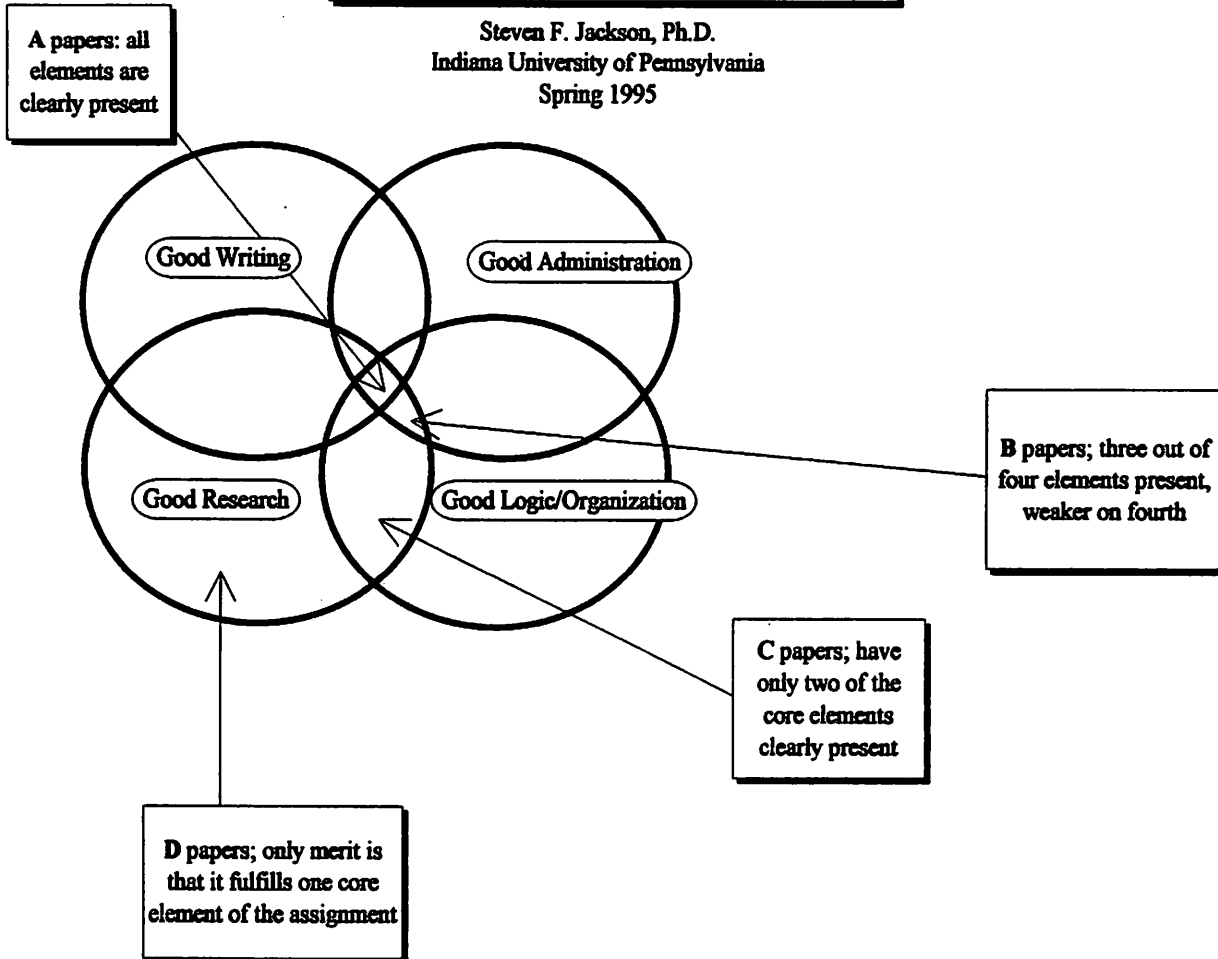
Hayao, Kenji. *The Japanese Prime Minister and Public Policy*. Pittsburgh: University of Pittsburgh Press, 1993.

Heidenheimer, Arnold J., Hugh Hecllo, Carolyn Teich Adams. *Comparative Public Policy: The Politics of Social Choice in America, Europe, and Japan*. 3d ed. New York: St. Martin's, 1990.

- Kinnear, Michael. *The British Voter: An Atlas and Survey Since 1885*. New York: St. Martin's, 1981.
- Krauss, Ellis S., and Takeshi Ishida, eds. *Democracy in Japan*. Pittsburgh: University of Pittsburgh Press, 1989.
- Lijphart, Arend, ed. *Parliamentary Versus Presidential Government*. Oxford: Oxford University Press, 1992.
- Maxwell, Kenneth, and Steven Spiegel. *The New Spain: From Isolation to Influence*. New York: Council on Foreign Relations, 1994.
- McHale, Vincent E., ed. *Political Parties of Europe*. Westport, CT: Greenwood, 1983.
- Moore, Barrington, Jr. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press, 1966.
- Norton, Philip. *The British Polity*. 3d ed. New York: Longman, 1994.
- Piven, Frances Fox. *Labor Parties in Postindustrial Societies*. New York: Oxford University Press, 1992.
- Punnet, R. M. *British Government and Politics*. 5th ed. Prospect Heights, IL: Waveland Press, 1988.
- Rasmussen, Jorgen S. *The British Political Process: Concentrated Power Versus Accountability*. Belmont, CA: Wadsworth, 1993.
- Reischauer, Edwin O. *The Japanese Today: Change and Continuity*. Cambridge, MA: Belknap, 1988.
- Ronald J. Hrebnar. *The Japanese Party System*. 2d ed. Boulder: Westview, 1992.
- Rossi, Ernest P., and Barbara P. McCrea. *The European Political Dictionary*. Santa Barbara: ABC-Clio, 1985.
- Rustow, Dankwart A., and Kenneth Paul Erikson, eds. *Comparative Political Dynamics: Global Research Perspectives*. New York: HarperCollins, 1991.
- Spotts, Frederic, and Theodor Wieser. *Italy: A Difficult Democracy*. Cambridge: Cambridge University Press, 1986.
- Tiersky, Ronald. *France in the New Europe: Changing Yet Steadfast*. Belmont, CA: Wadsworth, 1994.
- Webb, R. K. *Modern England: From the 18th Century to the Present*. New York: Dodd, Mead, 1970.

**Where the Circles Meet:  
Elements of an Outstanding Paper**

Steven F. Jackson, Ph.D.  
Indiana University of Pennsylvania  
Spring 1995



**Good writing:**

- grammar is correct
- spelling 100% correct
- active voice
- clear, direct and interesting
- uses brief quotes to illustrate points
- paragraphs are coherent and flow logically
- introduction is interesting and concise
- conclusion answers the question and returns to introduction

**Good research:**

- uses a variety of sources, both primary and secondary
- uses Inter-Library Loan (ILL) materials
- uses statistics, where appropriate
- avoids popular magazines such as *Time*, *Newsweek* and *US News*
- is appropriately up-to-date
- does not simply cut-and-paste; shows original synthesis of sources

**Good Logic:**

- responds to the assignment, the whole assignment, and nothing but the assignment
- clearly stated thesis or question in first or second paragraph
- paragraphs support the thesis in a logical progression
- thesis is reasonable
- counter-arguments are anticipated and dealt with reasonably
- evidence is offered for each point

**Good Administration:**

- turned in on time
- typed or wordprocessed
- paper is in specified format: page and word limits respected, line spacing and margins
- cover sheet, stapled, with proper citation for both footnotes and bibliography
- drafts have been checked by writing center
- ideas have been discussed with instructor
- Backup copy retained by student

PS280 Fall 1995  
IUP  
S. Jackson

**PS280:  
Short Paper #1**

**Due: Monday September 11, 5:00pm**

Please note that a one-half grade penalty will be assessed for each 24-hour period that the paper is late (i.e., a paper that was 75 points out of 100 will be 70 points). This paper will constitute ten percent of the course grade.

**Length: 750 words minimum, maximum, 1,000 words.**

This is approximately three to four double-spaced, one-inch-margin, type-written pages. Be aware that exceeding the page limit will be penalized.

**Topic:**

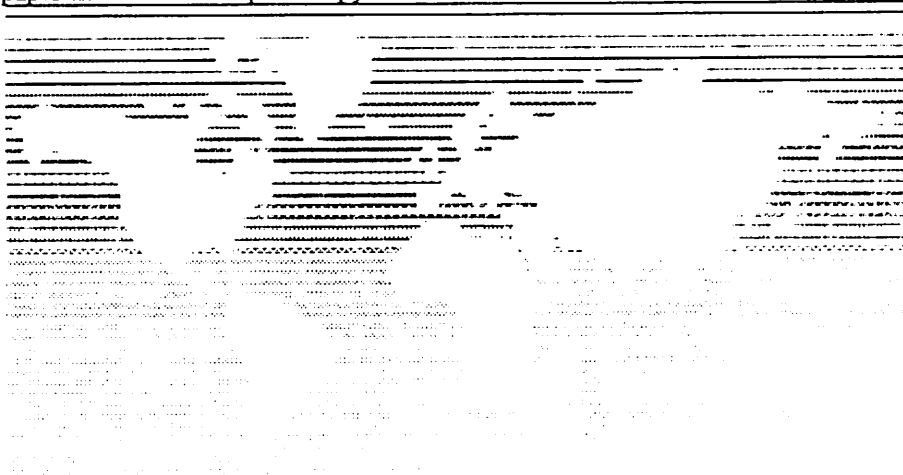
Different forms of governments seek to maximize different values, such as stability, prosperity, egalitarianism, democracy, participation, and efficiency. What trade-offs exist between these different goals? How does the American government balance these goals?

**Suggestions:**

*Specific:* The majority of the paper should be concerned with the functions and values of governments in general, with only one-third to one-quarter devoted to the American situation in particular. Also note that this is not an opinion paper, and that evidence must be offered in support of the trade-offs -- inherent or otherwise -- and balance of the American system. Thus, if you claim that the United States political system is balanced very substantially toward the value of the representation of territorial units, there must be evidence offered in support of the point.

*General:* Please see the document "Where the Circles Meet" in the appendix of the syllabus. In writing this paper, be sure to spend time drafting and redrafting your essay, making sure it has a clear and explicit thesis statement, an interesting first paragraph which both catches the reader's attention and outlines the thrust of the paper, a logical structure that supports the thesis, and a conclusion that summarizes the paper and returns to the thesis. The writing should also make use of brief quotations from the readings, other historical or current incidents, available statistics or other support.

The Writing Center (Eicher Hall 218, 357-3029) is open Monday-Thursday 9:00 to 4:00 and 6:00pm to 9:00pm, and Friday 9:00am-3:00pm. They can help with It is expected that the students will keep a copy of their paper either on disk or photocopy.



PS280 Fall 1995  
IUP  
S. Jackson

**PS280:  
Short Paper #2**

**Due: Monday October 9, 5:00pm**

Please note that a one-half grade penalty will be assessed for each 24-hour period that the paper is late (i.e., a paper that was 75 points out of 100 will be 70 points). This paper will constitute ten percent of the course grade.

**Length: 750 words minimum, maximum, 1,000 words.**

This is approximately three to four double-spaced, one-inch-margin, type-written pages. Be aware that exceeding the page limit will be penalized.

**Topic:**

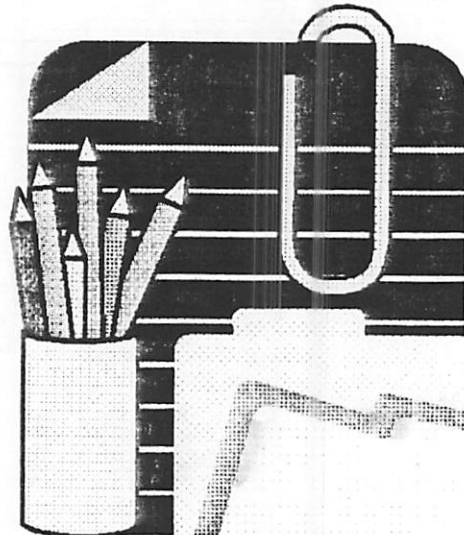
What is the relationship of political structures to political stability? Compare the stability and structures of Great Britain with Third, Fourth, and Fifth Republic France. Does changing the constitution alone lead to stability? What are the causes of instability in governments?

**Suggestions:**

*Specific:* The paper focuses on causality, specifically the causes of government instability seen all too often in France, compared to relative stability in Great Britain. The paper first must establish the differences in stability, focusing on Britain and especially upon the differences (if any) between the Third and Fourth Republics in France and its Fifth Republic. The paper should also examine one potential cause for instability or stability, namely the structure of the government. Finally, the paper should examine alternative explanations for the causes of instability, and either refute or support them.

*General:* Please see the document "Where the Circles Meet" in the appendix of the syllabus. In writing this paper, be sure to spend time drafting and redrafting your essay, making sure it has a clear and explicit thesis statement, an interesting first paragraph which both catches the reader's attention and outlines the thrust of the paper, a logical structure that supports the thesis, and a conclusion that summarizes the paper and returns to the thesis. The writing should also make use of brief quotations from the readings, other historical or current incidents, available statistics or other support.

The Writing Center (Eicher Hall 218, 357-3029) is open Monday-Thursday 9:00 to 4:00 and 6:00pm to 9:00pm, and Friday 9:00am-3:00pm. They can help with It is expected that the students will keep a copy of their paper either on disk or photocopy.





PS280 Fall 1995  
IUP  
S. Jackson

**PS280:  
Short Paper #3**

**Due: October 30, 5:00pm**

Please note that a one-half grade penalty will be assessed for each 24-hour period that the paper is late (i.e., a paper that was 75 points out of 100 will be 70 points). This paper will constitute ten percent of the course grade.

**Length: 750 words minimum, maximum, 1,000 words.**

This is approximately three to four double-spaced, one-inch-margin, type-written pages. Be aware that exceeding the page limit will be penalized.

**Topic:**

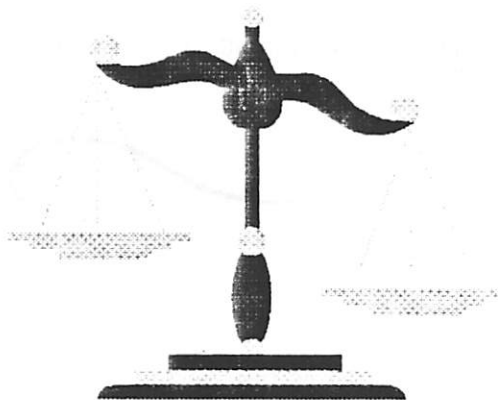
The German system of a federal, mixed proportional representation and single-district representation has been adopted by other states and is often hailed as the best possible form of representative democracy. Do you agree? What advantages and disadvantages does it have?

**Suggestions:**

*Specific:* Unlike the first paper, this paper does call for a value conclusion. Focusing on the mixed proportional representation system of Germany and the ways it maximizes certain values at the expense or risk of others is a good strategy, though the federal aspect of the German system is another good angle. Keep in mind that federalism in Germany works differently than it does in the United States, so that reasoning by analogy can be unwise.

*General:* Please see the document "Where the Circles Meet" in the appendix of the syllabus. In writing this paper, be sure to spend time drafting and redrafting your essay, making sure it has a clear and explicit thesis statement, an interesting first paragraph which both catches the reader's attention and outlines the thrust of the paper, a logical structure that supports the thesis, and a conclusion that summarizes the paper and returns to the thesis. The writing should also make use of brief quotations from the readings, other historical or current incidents, available statistics or other support.

The Writing Center (Eicher Hall 218, 357-3029) is open Monday-Thursday 9:00 to 4:00 and 6:00pm to 9:00pm, and Friday 9:00am-3:00pm. They can help with It is expected that the students will keep a copy of their paper either on disk or photocopy.



PS280 Fall 1995  
IUP  
S. Jackson

**PS280:  
Short Paper #4**

**Due: November 20, 5:00pm**

Please note that a one-half grade penalty will be assessed for each 24-hour period that the paper is late (i.e., a paper that was 75 points out of 100 will be 70 points). This paper will constitute ten percent of the course grade.

**Length: 750 words minimum, maximum, 1,000 words.**

This is approximately three to four double-spaced, one-inch-margin, type-written pages. Be aware that exceeding the page limit will be penalized.

**Topic:**

In both Japan and Italy, single parties dominated most of the post-war era. What accounts for the single-party dominance in the two systems? What effects does this single-party dominance have on the Japanese and Italian political systems, and what accounts for their almost simultaneous collapse?

**Suggestions:**

*Specific:* Italy is a country that is seldom compared to Japan, yet which have similar historical legacies and political structures of the two countries. Among these are their common late development status, natural resource poverty, defeat and post-war democratization, one-party political domination, factionalism, and most recently the unseating of the long-standing dominant party all beg for comparison. The curious behavior of the Italian electorate which is largely alienated from the political system and yet which consistently participates in it also raises questions of participation and representation which are very similar to those in Japan. Finally, the persistent political corruption of the LDP and Christian Democrats -- with reputed links to *Mafioso* and *yakuza* - - raises disturbing questions about the accountability of both of these democratic systems. All of these parallels between Japan and Italy are inescapable. Yet equally inescapable is the question of why two countries with such similar legacies, conditions and structures turned out so very differently.

*General:* Please see the document "Where the Circles Meet" in the appendix of the syllabus. In writing this paper, be sure to spend time drafting and redrafting your essay, making sure it has a clear and explicit thesis statement, an interesting first paragraph which both catches the reader's attention and outlines the thrust of the paper, a logical structure that supports the thesis, and a conclusion that summarizes the paper and returns to the thesis. The writing should also make use of brief quotations from the readings, other historical or current incidents, available statistics or other support.

The Writing Center (Eicher Hall 218, 357-3029) is open Monday-Thursday 9:00 to 4:00 and 6:00pm to 9:00pm, and Friday 9:00am-3:00pm. They can help with It is expected that the students will keep a copy of their paper either on disk or photocopy.



PS280 Fall 1995  
IUP  
S. Jackson

**Final Examination:  
Study Questions**

The final examination for section 1 (10:30) will be due at my office:

section 1 (MWF 10:30): Wednesday December 20 by 5:00.

section 2 (MWF 9:15): Thursday December 14 by 5:00.

The final examination is a one-week take-home examination focusing on your adopted country, due at the time of the scheduled final exam. The exam (both questions) must not exceed 2,000 words, approximately eight double-spaced typewritten pages, exclusive of endnotes but inclusive of footnotes and parenthetical citations. The allocation of space between the two questions is left to the student, but each question must be answered adequately, and each counts as half of the examination score. The word limit will be strictly applied, with a 5% grade penalty for each half page beyond the limit, in the judgment of the instructor. **Note that late take-home final examinations are assessed a 15% penalty per day.**

Students must choose two questions from the list below on which they will write. Choose the two questions which best suit your adopted country and which yield clear, separate, distinct and interesting answers.

An outstanding essay will include the following elements:

**Analytic approach:** break the question down into its constituent assumptions, key terms, and implications, and define words, and extend analysis. This means that when the question would seem to be asking for a relatively single short factual answer, then the answer should also explore naturally related questions such as the significance of the principles you uncover for comparative politics in general.

**Comparative perspective:** since most concepts are relative and not absolute, for most questions a comparative statement is absolutely necessary. For all questions, a comparison with the countries examined in the course will strengthen your essay.

**Theoretical support:** cite and utilize the readings of the course in support of your arguments, such as from *Annual Editions*.

**Currency:** be aware of recent developments and trends in your country, preferably through the *New York Times* or *Christian Science Monitor*.

**Clarity:** a clear, concise and well-drafted thesis statement linked logically to its supporting paragraphs and good writing throughout.

**Depth:** the more *pertinent* information and detail that is included in your answer, the better. Extraneous information, however, will not contribute to a good essay and is likely to detract from it.

**Learning behavior:** analyzing strengths and weaknesses both substantive and writing in quizzes and papers and applying them to the final exam.

You must write essays on two of the following questions.

1. Britain's political culture has often been held up as an ideal embodying the concepts of competition, fair play, responsibility, peaceful transfers of power, and a loyal opposition. How does the political culture of your country compare to that of Britain? What are both elite and mass attitudes toward politics in your country?
2. Constitutions are not simply written documents but rather evolving rules, norms and procedures. What lessons of history, both domestic, neighbors', and those of comparable countries, have influenced the evolution of your country's constitution? In short, how has history influenced the political structures of your country?
3. Public policy is the process of making social decisions. What public policies exist in your country, and how successful have they been? How do they compare with the United States? How are they changing?
4. What are the major cleavages in your country, how do they manifest themselves (if at all) as interest groups, and what methods do they utilize in an attempt to influence policies?
5. What are the major political parties in your country? Characterize them comparatively, their issue positions, voter appeal and the electoral trends which have been manifested in roughly the past twenty-five years.
6. What is the electoral system in your country, and how does it influence the politics of your country?
7. What trends toward international integration exist in your country, and how do they affect politics there?
8. Where does power and influence lie within your country's government? How does the formal structure and process influence this allocation of power, if at all?

V

Liberal Studies Office  
352 Sutton Hall

Phone: 357-5715  
E-mail: DRCHRDSN

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October 3, 1995

To: Steve Jackson, Political Science  
From: Darlene Richardson, Director  
Subject: Type I Writing Approval

At its meeting on September 21, 1995, the Liberal Studies Committee approved your proposal to be designated as a writing professor. This means that any course you teach may be designated as writing-intensive as long as it is taught according to the criteria for writing-intensive courses. I ask you submit a copy of a syllabus for any course you teach as writing-intensive. The office already has a copy of the syllabus for PS 280 Comparative Government I which you submitted as part of your proposal.

Thank you for submitting such a strong proposal and thank you for increasing the writing opportunities for our students.

Copy: David Chambers, Chair  
Brenda Carter, Dean



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Indiana, Pennsylvania 15705

DATE: 11 October 1995

SUBJECT: Writing-intensivity status for PS280 Fall 1995

TO: Darlene Richardson, Liberal Studies Committee

FROM: Steven Jackson, Political Science

This memo is to confirm the conversation we had last Friday concerning PS280. I explained to both sections of PS280 that the course was under consideration for /W/ status but was too late to have been so designated in the *Schedule of Classes*. I explained to them the benefits of writing-intensive teaching, even if they had already fulfilled their minimum writing-intensive requirements. There were no objections in either class to their designation as writing-intensive courses, and accordingly, I request that all students in PS280 Fall 1995 who pass the course be granted /W/ credit for the course.