

**PS 101: Modern World Governments  
Spring 2016 Syllabus**

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**Class Times:** 9:00 – 9:50 pm: M, W, F  
**Class location:** 101 Living- Learning  
Center

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**Jump to...**

[Course Description](#)

[Expected Learning Outcomes](#)

[Teaching Philosophy](#)

[Requirements](#)

- [Makeup Quizzes and Late Journal Policy](#)
- [Quizzes](#)
- [Journal Responses](#)
- [In-Class Presentation](#)
- [Final Take-Home Exam](#)

[Readings](#)

- [Textbook](#)
- [Articles](#)

[Discussion Sections](#)

[Academic Honesty](#)

[Accessibility](#)

[Title IX Rights](#)

[Reading Schedule](#)

- [Week 1](#)
- [Week 2](#)
- [Week 3](#)
- [Week 4](#)
- [Week 5](#)
- [Week 6](#)
- [Week 7](#)
- [Week 8](#)
- [Week 9](#)
- [Week 10](#)

## **Course Description**

*How are countries different? How do governments differ? What are some of the problems and issues confronted by people and governments in other countries?*

Modern World Governments is an introductory class intended to familiarize students with how countries and their governments vary. Each week we examine a new theme and draw upon a selection of news articles in order to explore similarities and differences. Some examples of themes are: who are considered citizens; parliamentary vs. presidential systems; types of authoritarian and democratic regimes; voting procedures; common vs. civil law judiciary systems; and command vs. market economies. The articles we read refer to a diverse set of countries from every continent except Antarctica. They include Australia, Canada, China, Cuba, Iran, Ireland, Korea, France, Georgia, Germany, Nicaragua, Nigeria, Peru, Poland, Russia, Turkey, Turkmenistan, the United States and The United Kingdom.

## **Expected Learning Outcomes**

At the end of this course, students will be able to:

- Identify and evaluate the difference between different types of democracies and authoritarian regimes and provide examples
- Understand different types of voting systems
- Explain how the role of the judiciary varies
- Explain differences between code (civil) and common law
- Know the difference between parliamentary, presidential and semi-presidential systems and be able to identify countries using each system
- Understand the difference between command, market and mixed economies, as well as a social market economies.
- Identify and evaluate difference approaches to economic development
- Have an understanding of three types of explanations used in explaining political phenomena: Rationalist-Materialist, Institutional and Ideational.
- Gained a broader understanding of some of the important issues being debated in foreign countries

## **Teaching Philosophy**

We are all responsible for contributing to each other's learning experience. Rather than structuring the course with exams, it is designed to foster on-going learning. As such, students are expected to have read and thought about the material before attending class. In order to encourage this, I incorporate small 'journal' assignments and quizzes. These are designed to be short and effective – if you've been doing the readings and attending class, they should be relatively easy.

Recognizing that sometimes people have a bad week or may struggle with some of the material, the quizzes and assignments are designed to be flexible. Although all are mandatory, only your best ones will count towards your grade.

Students that are willing to put in a few hours a week into the course usually do well. Rather than having to 'cram' at the last minute to study for an exam or write a paper, on-going learning requires a continual commitment. This means that you cannot miss many classes or 'cram' for major exams.

## Requirements

- 45 % Weekly Quizzes (Best 8 of 9)
- 20 % Journal Reflection Responses (Best 18 of 20)
- 15 % In-Class Presentation
- 20% Final Take Home Exam

The major outputs of this course are:

1. Weekly quizzes – Best 8 of 9 count
2. 20 journal entries, 2 per week
3. One in-class presentation
4. A final take home exam

### *Makeup Quizzes and Late Journal Policy*

There will be no makeup quizzes, or late journal accepted without a compelling reason. I realize that everyone can have a bad week – that's why we use your best 8 of 9 quizzes. Similarly, journals will be checked every discussion section.

**If you run into trouble during the term, please speak to the instructor or your GTF ASAP.** It is easier to work things out before deadlines pass.

### *Quizzes*

There are nine quizzes, one every Monday of the course. Your best eight will be worth 45% of your final grade. The quizzes focus exclusively on the content from the week before. Some questions are derived from material only discussed in class (and deliberately not included on PowerPoint slides), some from the readings and some from discussion section.

Although we do not take attendance, **the quizzes are designed to penalize those that do not attend class, discussion section or complete the readings.**

### *Journal Responses*

Students are expected to answer journal prompts to the readings assigned on Wednesdays and Fridays, for a total of 20 responses during the course. Students will be allowed to miss two prompts, without penalty, throughout the term.

Prompts will be provided at least two days prior to the class. Responses should be approximately 1-2 pages, written in an 'exam green book' available for purchase at the Duck Store. Students should write their student number on the front of their journal, not their names.

These will be peer-graded EVERY discussion section, and a few times a term we will pick up the journals to verify grading. Full grade for entries will be given when:

1. The entry provides some indication that the student read the required readings.
2. The student demonstrates that some time was taken for reflection.

### *In-Class Presentation*

Once during the term, students will have to present on an article. This is worth 15% of your grade. The main goal is to present additional information / context that helps the rest of the class understand the article. For instance, where is the country discussed in the article located? What historical information / events are related to the content of the article? Why does the subject/topic of the article matter?

- Presentations should be approximately 5- 10 minutes long. The use of a few slides is optional, but encouraged. These should be sent to Thibaud at least 12 hours before the start of class ([henin@uoregon.edu](mailto:henin@uoregon.edu))
- Presentations should provide necessary background information to the country(ies) discussed in the article. This could include historical, cultural, political, institutional, legal, or geographical information. The challenge is to stay focused – we don't need to know everything that has occurred in this country for the last 500 years. Instead, what information helps us understand the context(s) and situation(s) discussed in the article
- At least three days before presenting, students must send 'journal questions' to Thibaud by e-mail ([henin@uoregon.edu](mailto:henin@uoregon.edu)). These should be good questions that help students reflect upon the article, or help them relate the content to their own lives. Ideally, the questions help other students better understand the articles.

Students will sign-up for presentations during Wednesday's class of Week 1.

### *Final Take-Home Exam*

Your final take home exam will be 3-5 pages long and is worth 20% of your grade. Whereas the quizzes only focus on the readings and content from each part of the course, the final, take home quiz will ask a few broader, overarching questions.

### **Readings**

This course uses a variety of readings. Every Monday's reading is taken from a textbook, while Wednesdays and Friday's readings are articles.

#### *Textbook*

The textbook we are using is:

Parsons, Craig. *Introduction to Political Science: How to Think for Yourself about Politics*. Pearson Education Inc., 2017.

**Copies are also available on reserve at the University Library.**

#### *Articles*

The course uses many articles. All links are provided in this syllabus and copies (pdf documents) are provided on Canvas. There is around 1 hour of reading for every class, for a total of 3-5 hours a week.

If you wish you use the links, sometimes it helps to open them using the 'incognito' feature of your browser.

### **Discussion Sections**

There is no participation grade in this course, rather, some material will only be covered in discussion section, and quizzes will have questions taken directly from this material.

The purpose of discussion sections is to participate actively in group discussion. As such, the onus is on students to work with the material – it is not an additional lecture.

## **Academic Honesty**

Don't cheat. Today's software makes it very easy to catch cheaters. All of your assignments will be submitted and verified online. Everything in your assignments must be your own work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense.

Raise questions you have with me before problems arise. If you are caught cheating or plagiarizing, you will receive a zero on your assignment, you will be referred to the Office of Student Conduct, and you may fail the class. For more information on the Student Conduct Code and on plagiarism, see these websites:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

<http://libweb.uoregon.edu/guides/plagiarism/students/>

<http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html>

## **Accessibility**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu).

## **Title IX Rights**

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals [here](#). Each resource is clearly labeled as either "required reporter," "confidential UO employee," or "off-campus," to allow you to select your desired level of confidentiality.

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## Reading Schedule

### Week 1 – The State

What are 'states'? What is the difference between unitary and federal states? How is citizenship defined? What do *Jus Sanguinis* and *Jus Soli* mean?

Date	Theme	Reading / Deadlines
M, 28 March	What are 'states'?	Parsons 2017, pp. 92-107
W, 30 March	Unitary vs. Federal States	Renada and Villarete. (2016). "Will federalism address PH woes? Pros and cons of making the shift" <a href="http://www.rappler.com/nation/politics/elections/2016/120166-federalism-pros-cons-explainer">http://www.rappler.com/nation/politics/elections/2016/120166-federalism-pros-cons-explainer</a>  Moore. (2015). "The United States of China". OP-ED. NYT <a href="http://www.nytimes.com/2014/03/12/opinion/the-united-states-of-china.html">http://www.nytimes.com/2014/03/12/opinion/the-united-states-of-china.html</a>
F, 1 April	Citizenship	Lee. (2016). "Is Ted Cruz a 'natural born Citizen'? Not if you're a constitutional originalist." OP-ED. LA Times. <a href="http://www.latimes.com/opinion/op-ed/la-oe-lee-is-ted-cruz-eligible-to-be-president-20160110-story.html">http://www.latimes.com/opinion/op-ed/la-oe-lee-is-ted-cruz-eligible-to-be-president-20160110-story.html</a>  The Economist.(2013). "Dual citizenship in Germany: Jus sanguinis revisited." <a href="http://www.economist.com/news/europe/21572822-how-not-treat-people-more-one-passport-jus-sanguinis-revisited">http://www.economist.com/news/europe/21572822-how-not-treat-people-more-one-passport-jus-sanguinis-revisited</a>

### Week 2 – Types of Democracies

What is representative democracy? What is direct democracy? What are illiberal democracies?

M, 4 April	Types of Democracy	Parsons 2017, pp. 127-148  <b>In-class: quiz #1</b>
W, 6 April	Direct vs. representative democracy	The Economist. (2011). "Direct democracy Vox populi or hoi polloi". <a href="http://www.economist.com/node/18584396/print">http://www.economist.com/node/18584396/print</a>  The Economist. (2016). "Referendum madness." <a href="http://www.economist.com/news/europe/21688416-plebiscite-pushers-have-got-europes-voters-hooked-cheap-rush-direct-democracy-referendum">http://www.economist.com/news/europe/21688416-plebiscite-pushers-have-got-europes-voters-hooked-cheap-rush-direct-democracy-referendum</a>
F, 8 April	Illiberal democracies	Krastev. (2015). "Why Poland Is Turning Away From the West." OP-Ed. NYT <a href="http://www.nytimes.com/2015/12/12/opinion/why-poland-is-turning-away-from-the-west.html">http://www.nytimes.com/2015/12/12/opinion/why-poland-is-turning-away-from-the-west.html</a>  Ahmed. (2015). "Turkey and India Lurch Towards Illiberal Democracies." The World Post. <a href="http://www.huffingtonpost.com/parvez-ahmed/turkey-and-india-lurch-to_b_8555244.html">http://www.huffingtonpost.com/parvez-ahmed/turkey-and-india-lurch-to_b_8555244.html</a>

## Week 3 – Authoritarianism

What is Authoritarianism? What is a Monarchy? Theocracy? One-party Regime? Dictatorship?

M, 11 April	Types of Authoritarianism	Parsons 2017, pp.148-155 <b>In-class: quiz #2</b>
W, 13 April	Theocracy	Reuters. (2016). “Iran's Khamenei Suggests Wants Only Conservative Election Candidates, Hinting at Rift With Rouhani.” <a href="http://www.nytimes.com/reuters/2016/01/20/world/middleeast/20reuters-iran-election-khamenei.html">http://www.nytimes.com/reuters/2016/01/20/world/middleeast/20reuters-iran-election-khamenei.html</a>
F, 15 April	Dictatorship	Kramer. (2012). “Turkmenistan’s President Re-elected With 97% of Vote.” NYT. <a href="http://www.nytimes.com/2012/02/14/world/asia/berdymukammedov-re-elected-president-of-turkmenistan.html">http://www.nytimes.com/2012/02/14/world/asia/berdymukammedov-re-elected-president-of-turkmenistan.html</a>  Adam. (2016). “Democracy in Africa will affect us all in 2016.” Ottawa Citizen. <a href="http://ottawacitizen.com/opinion/columnists/adam-democracy-in-africa-will-affect-us-all-in-2016">http://ottawacitizen.com/opinion/columnists/adam-democracy-in-africa-will-affect-us-all-in-2016</a>

## Week 4 – Forms of Democratic Representation

What are the differences between majoritarian, proportional and descriptive representation? What type of voting rules are used in elections?

M, 18 April	Types of Representation and voting rules	Parsons 2017, pp. 198-209 <b>In-class: quiz #3</b>
W, 20 April	Proportional vs. Majoritarian Representation	Read each of the 5 Opinions: “Should Britain Change the Way It Elects Its Leaders?” NYT. <a href="http://www.nytimes.com/roomfordebate/2015/05/06/should-britain-change-the-way-it-elects-its-leaders">http://www.nytimes.com/roomfordebate/2015/05/06/should-britain-change-the-way-it-elects-its-leaders</a>  Globe and Mail. (2016). “Electoral reform: Want to ditch first-past-the-post? Meet the alternatives” <a href="http://www.theglobeandmail.com/opinion/editorials/electoral-reform-want-to-ditch-first-past-the-post-meet-the-alternatives/article28006897/">http://www.theglobeandmail.com/opinion/editorials/electoral-reform-want-to-ditch-first-past-the-post-meet-the-alternatives/article28006897/</a>
F, 22, April	Descriptive Representation	Carolan. (2016). “Gender quotas in Irish politics ‘reasonable’, lecturer tells court.” Irish Times <a href="http://www.irishtimes.com/news/crime-and-law/courts/high-court/gender-quotas-in-irish-politics-reasonable-lecturer-tells-court-1.2503702">http://www.irishtimes.com/news/crime-and-law/courts/high-court/gender-quotas-in-irish-politics-reasonable-lecturer-tells-court-1.2503702</a>  Christian Science Monitor. (2015). “Saying ‘rubbish’ in Lebanon to politics by faith.” <a href="http://www.csmonitor.com/layout/set/print/Commentary/the-monitors-view/2015/0830/Saying-rubbish-in-Lebanon-to-politics-by-faith">http://www.csmonitor.com/layout/set/print/Commentary/the-monitors-view/2015/0830/Saying-rubbish-in-Lebanon-to-politics-by-faith</a>

## Week 5 – Executive and Legislative Institutions

What are the trade-offs between bicameralism and unicameralism? What are the differences between presidential, parliamentary and semi-parliamentary systems?

M, 25 April	Types of Executive and Legislative Institutions	Parsons 2017, pp. 217-230 <b>In-class: quiz #4</b>
W, 27 April	Unicameralism vs. bicameralism	d'Ancona. (2015). "The House of Lords: The Constitutional Dinosaur Britain Can't Kill". OP Ed. NYT <a href="http://www.nytimes.com/2015/11/13/opinion/house-of-lords-peers-britain-politics.html">http://www.nytimes.com/2015/11/13/opinion/house-of-lords-peers-britain-politics.html</a>  Peruvian Times. (2013). "Peru Eyes Return to Bicameral Legislature" <a href="http://www.peruviantimes.com/28/peru-eyes-return-to-bicameral-legislature/20814/">http://www.peruviantimes.com/28/peru-eyes-return-to-bicameral-legislature/20814/</a>
F, 29 April	Comparing Parliamentary and Presidential systems	Coskun and Tokasbay. (2016). "Making case for stronger presidency, Turkey's Erdogan denies personal agenda." Reuters <a href="http://www.reuters.com/article/us-turkey-politics-erdogan-idUSKCN0V613V">http://www.reuters.com/article/us-turkey-politics-erdogan-idUSKCN0V613V</a>  The Economist. (2013). "The end of Saakashvili's reign" <a href="http://www.economist.com/news/europe/21588949-georgia-elects-new-less-powerful-president-end-saakashvilis-reign">http://www.economist.com/news/europe/21588949-georgia-elects-new-less-powerful-president-end-saakashvilis-reign</a>

## Week 6 – The Judiciary

How does the role of the judiciary vary? What is judicial review? What are the differences between common and code (civil) law?

M, 2 May	Variation in the judiciary	Parsons 2017, pp.259 – 273 <b>In-class: quiz #5</b>
W, 4 May	Common vs. code (civil) law	The Economist. (2013). "What is the difference between common and civil law?" <a href="http://www.economist.com/blogs/economist-explains/2013/07/economist-explains-10">http://www.economist.com/blogs/economist-explains/2013/07/economist-explains-10</a>  Wong. (2015). "China should take advantage of Hong Kong's legal system in building financial markets." South China Morning Post. <a href="http://www.scmp.com/print/comment/insight-opinion/article/1862333/china-should-take-advantage-hong-kongs-legal-system-buildign">http://www.scmp.com/print/comment/insight-opinion/article/1862333/china-should-take-advantage-hong-kongs-legal-system-buildign</a>
F, 6 May	The EU and National Courts	The Economist. (2009). "Germany's Constitutional Court: Judgment days" <a href="http://www.economist.com/node/13376204">http://www.economist.com/node/13376204</a>  Reuters. (2016). "Polish PM Tells EU That Warsaw Breached No Laws." NYT <a href="http://www.nytimes.com/reuters/2016/01/19/world/asia/19reuters-poland-eu-europeanparliament.html">http://www.nytimes.com/reuters/2016/01/19/world/asia/19reuters-poland-eu-europeanparliament.html</a>



## Week 7 – Political Economy

How does the relationship between the economy and government vary? What is the difference between command, market and mixed economies? What is a social market economy?

M, 9 May	Types of National Economies	Parsons 2017, pp. 285-303 <b>In-class: quiz #6</b>
W, 11 May	Command vs. Market Economies	Azel. (2016). “Despite Being All the Rage, the Cuban Economy Is Still Locked in a Cage.” Pan Am Post. <a href="https://panampost.com/jose-azel/2016/01/13/despite-being-all-the-rage-the-cuban-economy-is-still-locked-in-a-cage/">https://panampost.com/jose-azel/2016/01/13/despite-being-all-the-rage-the-cuban-economy-is-still-locked-in-a-cage/</a>  Con Sal. (2016). “Nicaraguan Sandinista Economic Model Consolidates Its Success.” TeleSur. <a href="http://www.telesurtv.net/english/opinion/Nicaraguan-Sandinista-Economic-Model-Consolidates-Its-Success-20160130-0005.html">http://www.telesurtv.net/english/opinion/Nicaraguan-Sandinista-Economic-Model-Consolidates-Its-Success-20160130-0005.html</a>
F, 13 May	Social Market Economies	The Economist. (2012). “What Germany Offers the World.” <a href="http://www.economist.com/node/21552567">http://www.economist.com/node/21552567</a>

## Week 8 – Economic Development

What are different types of policies governments implement to increase economic development? What are import-substitution and export-oriented industrialization? What is the Washington Consensus?

M, 16 May	Approaches to economic development	Parsons 2017, pp. 316-337 <b>In-class: quiz #7</b>
M, 18 May	Import substitution and export-led development	The Economist. (2015). “Latin America’s Korean dream” <a href="http://www.economist.com/news/americas/21618785-case-modern-industrial-policy-latin-americas-korean-dream">http://www.economist.com/news/americas/21618785-case-modern-industrial-policy-latin-americas-korean-dream</a>  Bush. (2015). “Russia’s import-substitution drive will take years - and may be misguided”. Reuters <a href="http://www.reuters.com/article/us-russia-economy-import-substitution-idUSKCN0RV4W920151001">http://www.reuters.com/article/us-russia-economy-import-substitution-idUSKCN0RV4W920151001</a>
F, 20 May	International Development	The Economist. (2014). “Why globalisation may not reduce inequality in poor countries.” <a href="http://www.economist.com/blogs/economist-explains/2014/09/economist-explains-0">http://www.economist.com/blogs/economist-explains/2014/09/economist-explains-0</a>  NAÍM. (2015). “The Lagarde Consensus”. The Atlantic. <a href="http://www.theatlantic.com/international/archive/2015/04/the-christine-lagarde-consensus-imf/390309/">http://www.theatlantic.com/international/archive/2015/04/the-christine-lagarde-consensus-imf/390309/</a>

## Week 9 – Public Goods

In this unit we examine how countries vary in the types of services and goods they provide. Students will select in week 7. Options include healthcare, parental leave, environmental policies, retirement, 'welfare' and education.

M, 23 May	Gender and Politics	<p>Duerst-Lahti, Georgia. Presidential Elections: Gendered Space and the Case of 2004.</p> <p>Suggested Rules for Non-Transsexuals Writing about Transsexuals, Transsexuality, Transsexualism, or Trans ____.</p> <p><a href="http://sandystone.com/hale.rules.html">http://sandystone.com/hale.rules.html</a></p> <p><b>In-class: quiz #8</b></p>
W, 25 May	Gender And Politics Con't	<p>Washington Post. In Europe, creating a post-gender world one small rule at a time.</p> <p><a href="https://www.washingtonpost.com/world/europe/the-remarkable-ways-europe-is-changing-how-people-talk-about-gender/2015/06/12/af435d48-0df0-11e5-a0fe-dccfea4653ee_story.html">https://www.washingtonpost.com/world/europe/the-remarkable-ways-europe-is-changing-how-people-talk-about-gender/2015/06/12/af435d48-0df0-11e5-a0fe-dccfea4653ee_story.html</a></p> <p>BBC. The gay people pushed to change their gender</p> <p><a href="http://www.bbc.com/news/magazine-29832690">http://www.bbc.com/news/magazine-29832690</a></p> <p>CNN. Philippines elects first transgender woman to congress.</p> <p><a href="http://www.cnn.com/2016/05/10/asia/philippines-transgender-geraldine-roman/">http://www.cnn.com/2016/05/10/asia/philippines-transgender-geraldine-roman/</a></p>
F, 27 May	Intersectionality And bathroom politics	<p>Fallen HERO: The Campaign That Couldn't Save Houston</p> <p><a href="https://www.texasobserver.org/fallen-hero-the-campaign-that-couldnt-save-houston/">https://www.texasobserver.org/fallen-hero-the-campaign-that-couldnt-save-houston/</a></p> <p>NYT Blog. Engendering Law.</p> <p><a href="http://latitude.blogs.nytimes.com/2013/03/12/vietnam-a-leader-on-l-g-b-t-rights-in-asia/">http://latitude.blogs.nytimes.com/2013/03/12/vietnam-a-leader-on-l-g-b-t-rights-in-asia/</a></p>

## Week 10 – Explaining Variation

What are some of the explanatory approaches used to explain political phenomena?

M, 30 May		NO CLASS – Memorial Day
W, 1 June	Rationalist-Materialist, Institutional and Ideational Explanations	<p>Parsons 2017, pp. 1-18</p> <p><b>In-class: quiz #9</b></p> <p><b>Take-home exam assigned</b></p>
F, 3 June	Applying Explanations and Conclusion	<p>Parsons 2017, pp. 309-310</p> <p>Parsons 2017, pp. 159 -160</p>

## Finals Week – Take-Home Exam