

Term Information

Effective Term Autumn 2017
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Permit this course to be offered 100% at a distance and limit its offering to our main campus faculty.

What is the rationale for the proposed change(s)?

Expand our online upper-division course offerings to better serve undergraduate students with work obligations. Branch campuses do not have the personnel to offer the course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4200
Course Title Politics of Modern Democracies
Transcript Abbreviation Poltcs of Mdrn Dem
Course Description A survey of the basic institutions and politics of modern democracies, with emphasis on representativeness and democratic stability.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus
Previous Value Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions Not open to students with credit for 535.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will understand similarities and differences of modern democracies.
- Students will be able to describe key aspects of modern democracies other than the United States.
- Students will be able to compare and contrast the American and European experiences.
- Students will be able to critically evaluate theories and arguments related to the politics of modern democracies.

Previous Value

Content Topic List

- Democracy
- Comparing Institutions
- Political Conflict
- Capitalism and Democracy
- The EU
- Varieties of Democracy

Previous Value

- *Regime Types: Democratic, Authoritarian and Totalitarian*
- *Democratic Institutions*
- *Multi Party Systems and Governmental Instability*
- *Constitutional Engineering*
- *Social Cleavages and Political Behavior*
- *Political Elites as "Translators" of Conflict*
Consociational Democracy and Elite Consensus
- *Social Change and the Nature of Political Conflict*

Attachments

- PS4200_syllabus.pdf: in person syllabus
(Syllabus. Owner: Smith,Charles William)
- PS4200 DL Review Checklist.pdf: ODEE checklist
(Other Supporting Documentation. Owner: Smith,Charles William)
- 4200 concurrence form INTSTDS.pdf: INTSTDS concurrence
(Concurrence. Owner: Smith,Charles William)
- PS4200_syllabus_online.pdf: online syllabus
(Syllabus. Owner: Smith,Charles William)
- carmen_due-dates.pdf: example of Carmen due dates
(Other Supporting Documentation. Owner: Smith,Charles William)
- PS4200 Prof Rehm response.pdf: Dr. Rehm response
(Other Supporting Documentation. Owner: Smith,Charles William)

Comments

- See 3-14-17 e-mail to J Mitzen. *(by Vankeerbergen,Bernadette Chantal on 03/14/2017 03:33 PM)*
- We updated the content topic list to make course more timely. Effective Term Request is Au 2017; I realize that submission is past due date for Au 2017, but as this will be an online course, adding it to fall term won't present any problem with regard to scheduling. *(by Smith,Charles William on 02/17/2017 12:18 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---------------------------------------------------------------------------------------------------|---------------------|------------------------|
| Submitted | Smith,Charles William | 02/17/2017 03:27 PM | Submitted for Approval |
| Approved | Herrmann,Richard Karl | 02/17/2017 04:28 PM | Unit Approval |
| Approved | Haddad,Deborah Moore | 02/17/2017 05:44 PM | College Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 03/14/2017 03:33 PM | ASCCAO Approval |
| Submitted | Smith,Charles William | 03/21/2017 09:44 AM | Submitted for Approval |
| Approved | Herrmann,Richard Karl | 03/21/2017 10:38 AM | Unit Approval |
| Approved | Haddad,Deborah Moore | 03/21/2017 04:05 PM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler | 03/21/2017 04:05 PM | ASCCAO Approval |

From: [Rehm, Philipp](#)
To: [Smith, Charles William](#)
Subject: Re: Fwd: Political Science 1165 and 4200
Date: Wednesday, March 15, 2017 3:52:38 PM
Attachments: [PS4200-online_v4.pdf](#)
[carmen_due-dates.pdf](#)

Dear Charles,

attached is an updated syllabus of PS4200 which incorporates the requested changes. Relevant changes are highlighted in yellow.

In particular, I was asked to address the following three points:

o Students are instructed to “consult the schedule for exact dates” for the exams on page 3, but the exam dates are not included in the course schedule. The panel would like to see the exam dates in the course schedule. This is also an issue for the in-class syllabus.

-> PhR: I do not know when the course will be offered, and therefore do not know the exact due dates of the various requirements. However, information on "week due" has been added. Also, carman/canvas automatically generates a list of due dates (see attached screenshot as example of my current IS3350 offering). This is now mentioned in the syllabus.

o The panel would like to know how exam security will be guaranteed for this course. For instance, are exams timed?

-> PhR:

- 1) Exams are timed.
- 2) A sub-set of questions will be randomly sampled.
- 3) I may rely on Carmen’s “LockDown Browser” function.

o Explain how online participation will be evaluated. Page 2 of the syllabus states that students “will receive credit for participating in this collective exercise to follow relevant political developments abroad,” but does not establish specific criteria for participation. Additionally, the panel recommends correcting a mistake that states “county-specific” instead of “country-specific” in the participation criteria on page 2.

-> PhR: This has been clarified, and the spelling mistake has been corrected.

Thanks,
Philipp

On 3/14/2017 5:51 PM, Smith, Charles William wrote:

- >
- > Gentlemen,
- > Please see the email from Bernadette, below, regarding each of your
- > online course requests.
- >
- > Charles
- >

>

> Begin forwarded message:

>

>> *From:* "Vankeerbergen, Bernadette" <vankeerbergen.1@osu.edu

>> <<mailto:vankeerbergen.1@osu.edu>>>

>> *Date:* March 14, 2017 at 3:27:32 PM EDT

>> *To:* "Mitzen, Jennifer" <mitzen.1@polisci.osu.edu

>> <<mailto:mitzen.1@polisci.osu.edu>>>

>> *Cc:* "Lam, Pok-Sang" <lam.1@osu.edu <<mailto:lam.1@osu.edu>>>, "Haddad,

>> Deborah" <haddad.2@osu.edu <<mailto:haddad.2@osu.edu>>>, "Smith, Charles

>> William" <smith.3280@polisci.osu.edu <<mailto:smith.3280@polisci.osu.edu>>>

>> *Subject:* *Political Science 1165 and 4200*

>>

>> Dear Jennifer,

>>

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>>

>> On Monday, March 6, the SBS Panel of the ASC Curriculum Committee

>> considered requests to offer Political Science 1165 (an existing

>> course with GE Social Science—Organizations and Politics) and

>> Political Science 4200 100% in distance learning format.

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>> Please find below the feedback of the Panel:

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>> . _Political Science 1165_: unanimously approved with 2

>> recommendations

>>

>> o The statement on academic misconduct on page 2 of the syllabus

>> includes an incorrect link. Correct this link to

>> "<http://studentlife.osu.edu/csc/>"

>>

>> o Since this is a first-year level course, students may not be

>> familiar with OSU standard grading scale. The panel recommends

>> including the OSU standard grading scale in the syllabus.

>>

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>>

>> . _Political Science 4200_: unanimously approved with 3

>> contingencies//

>>

>> o Students are instructed to "consult the schedule for exact dates"

>> for the exams on page 3, but the exam dates are not included in the

>> course schedule. The panel would like to see the exam dates in the

>> course schedule. This is also an issue for the in-class syllabus.

>>

>> o The panel would like to know how exam security will be guaranteed

>> for this course. For instance, are exams timed?

>>

>> o Explain how online participation will be evaluated. Page 2 of the

>> syllabus states that students "will receive credit for participating

>> in this collective exercise to follow relevant political developments

>> abroad," but does not establish specific criteria for participation.

>> Additionally, the panel recommends correcting a mistake that states

>> “county-specific” instead of “country-specific” in the participation
>> criteria on page 2.//
>>
>>
>> Political Science 1165 will continue in the approval process. As for
>> Political Science 4200, I will return that request via
>> curriculum.osu.edu in a minute to enable the department to address the
>> contingencies.

>>
>>
>> Should you have any questions about the feedback above, do not
>> hesitate to contact Pok-sang Lam (faculty Chair of the SBS Panel, cc’d
>> here), or me.

>>
>>
>> Best,
>>
>> Bernadette

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>>
>> The Ohio State University
>>
>> *Bernadette Vankeerbergen, Ph.D.*
>>
>> Program Director, Curriculum and Assessment
>>
>> College of Arts and Sciences
>>
>> 154D Denney Hall, 164 Annie & John Glenn Ave.
>>
>> Columbus, OH 43210
>>
>> Phone: 614-688-5679 / Fax: 614-292-6303
>>
>> <http://asccas.osu.edu> <<http://asccas.osu.edu>>//

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PS4200 Politics of Modern Democracies

The Ohio State University, Autumn 2017

Time & Location: Online course

This version: March 14, 2017

| | |
|--------------------------------------------------------------------|-------------------------------------|
| Instructor: Prof. Philipp Rehm | Teaching Assistant: TBA |
| Office hours: By appointment | Office hours: By appointment |
| - In person (Derby 2186a) | - In person (location TBA) |
| - Online (via Carmen) | - Online (via Carmen) |
| Email: Rehm.16@osu.edu | Email: TBA |

Course description:

Democracy is the institutionalization of conflict, but democratic regimes vary with regard to the ways that they structure the arenas within which conflict is expressed. Presidential vs. parliamentary systems, as well as fragmented multi-party systems vs. majoritarian two-party systems, for example, are extremely important distinctions that have important consequences for the nature of politics within a society. So, too, are the nature of political parties and the dynamics of party systems. While this course will focus primarily on modern democracies in Western Europe, its overview of political institutions and policy processes applies to established democracies in other world regions, as well as to new democracies emerging in the aftermath of authoritarian rule.

This course is a comparative study of how democratic institutions are structured and how they function, particularly with regard to the regulation of conflict. The course contains several shorter blocks.

(i) **Competing understandings and definitions of democracy.**

Studying democratic politics requires a definition of democracy and a conceptualization of how democracy is different from non-democratic regimes. We will also briefly investigate the historical process that has brought democratic institutions into existence in the first place.

(ii) **Varying political institutions that structure democratic polities.**

This part of the course will look more closely at the institutional differences and similarities within the group of democratic countries. We are going to discuss the ways in which the institutions of modern democracies are structured, how they function and how this affects the conduct of politics

(iii) **Fundamental characteristics of mass-level behavior.**

The part of the course will deal with the nature of political conflict itself. It will focus on the effects of those previously outlined institutional differences and other factors, such as social cleavages and ideology, on the conduct of politics. We are also going to investigate the role of political parties and party systems, followed by an analysis of voting behavior as an expression of political conflict on the individual level.

(iv) **Capitalism and democracy.**

Modern democracies embraces two key principles that are at odds with each other: political equality (democracy) and economic inequality (capitalism). How different democracies have reconciled these competing principles differently is the topic of this part of the course.

(v) **The European Union as a special type of modern democracy.**

This part of the course deals with the European Union, a new set of governmental structures that has created an entirely new arena of political conflict.

(vi) **Differing styles, and policy outcomes, of democratic governance.**

The final part of the course takes a big-picture view of different types / varieties / styles of democracy and the policies they bring about. This will also provide an opportunity to put the American experience in comparative perspective.

Course goals:

- Program Goals. Upper division courses fulfill two program goals:
 - 1) Gain in-depth knowledge of the scholarly literature in a field or thematic specialization.
 - 2) Develop analytic and critical thinking skills that will enable students to rigorously evaluate competing arguments and to appraise value-based claims.
- Course Specific Goals:
 - 1) Students gain deeper knowledge of similarities and differences of modern democracies in terms of polities (institutions), politics (parties, elections, voting, etc.), and policy.
 - 2) Students can evaluate the benefits and shortcomings of different institutional configurations.
 - 3) Students will become familiar with the political systems of various modern democracies other than the US.

Course objectives:

- By the end of this course, students will be able to...
 - 1) Understand similarities and differences of modern democracies.
 - 2) Describe key aspects of modern democracies other than the US.
 - 3) Compare and contrast the American with European experiences.
 - 4) Critically evaluate theories and arguments related to the politics of modern democracies.

Course Requirements:

Each session consists of assigned readings and a video/audio lecture (available on Canvas). Most sessions are paired to a reading quiz and/or response activity. Final grades will be calculated using the OSU Standard Grade Scheme based on the following:

1. Weekly Quizzes (14%): Each week, you are expected to read the assigned material and listen/watch the lectures, which will become available on Monday. There will be a weekly quiz. The quizzes contain about 10 multiple choice questions. You can reference your notes while taking quizzes, but they are timed, and you only have limited amount of time per question. That means you should complete the readings and listen to the lecture before taking the quiz as you will not have time to hunt for the answers while taking the quiz. Weekly quizzes are available only during the week in which they are assigned. They are available until 11:59 PM Sunday evening.
2. Response Activities (6%): The response activities take a variety of forms, such as filling in a survey, or writing a brief response to a news article(s) and/or videos. Response activities are available only during the week in which they are assigned. They are available until 11:59 PM Sunday evening.
3. Participation (10%): You are expected to acquire familiarity with government and politics in at least one non-English speaking democratic system in Western Europe, and to follow the political developments in that country (for example, France, Germany, Italy, Spain, Sweden, etc.). There are country-specific online discussion board on which you can post, and respond to, relevant news stories from respectable sources. You will receive credit for participating in this collective exercise to follow relevant political developments abroad. You are expected to participate in the discussions at least once a week. You have to post at least three different interesting developments (or news stories, or food for thought), for a maximum of 3 points (one for each post), and you have to contribute to the discussion of at least 14 threads (for a maximum of 7 points, 0.5 points for each

contribution). When you take part in a discussion board you are encouraged to engage other students and participate in a debate in a civil, tolerant, and kind manner.

4. Mini-papers (30%): You have to write six mini-papers, one for each of the six blocks. They are worth 5% each, and they are explained in great detail below. Mini-papers are due at the end of each block. Consult the schedule for exact dates.
5. Four Exams (10% each, 40% total): The exams will be made up of a mixture of short answer questions (multiple choice, fill-in-the-blank, and/or identification) and a short essay covering material from the readings, lectures, and activities. There will be four exams – please consult the “Assignments” tab in Carmen for exact dates. The exams are administered through Carmen. You have a 24 hour window to start an exam, but once you do, you only have a short period of time to complete it because each question is time restricted. You should prepare for these exams as-if they were in-class, closed-book exams. I reserve the right to rely on Carmen’s “LockDown Browser” function (<https://resourcecenter.odee.osu.edu/carmencanvas/using-respondus-lockdown-browser-students>).

Weeks with major assignments:

| Assignment | Due week |
|-------------------|-----------------------------------|
| Mini-paper 1 | Week 2 |
| Mini-paper 2 | Week 4 |
| Exam 1 | End of week 5 (24 hour window) |
| Mini-paper 3 | Week 6 |
| Mini-paper 4 | Week 10 |
| Exam 2 | End of week 10 (24 hour window) |
| Mini-paper 5 | Week 12 |
| Exam 3 | End of week 12 (24 hour window) |
| Mini-paper 6 | Week 14 |
| Exam 4 | During exam week (24 hour window) |

Course Materials:

All readings will be available at least one week in advance through the Carmen course site.

Course Technology:

- Baseline technical skills necessary for online courses: Basic computer and web-browsing skills; navigating Carmen.
- Necessary equipment and software: Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection; current supported web browser; device capable of playing audio/video files (i.e. aforementioned computer)
- Information about the accessibility of all technologies:
<https://resourcecenter.odee.osu.edu/accessibility>

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services (SLDS) to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Useful links:

- Carmen Technological Support: <https://ocio.osu.edu/help> or <http://8help.osu.edu>
- Office of Distance Education and eLearning: <https://odee.osu.edu/home>
- Student Academic Services: <http://advising.osu.edu/welcome.shtml>
- Student Service Center: <http://ssc.osu.edu/>
- Information about the accessibility of all technologies: <https://resourcecenter.odee.osu.edu/accessibility>
- LockDown Browser (<https://resourcecenter.odee.osu.edu/carmencanvas/using-respondu-s-lockdown-browser-students>)

Course Policies:

Grading:

I use the full range of grades, which includes E and D. Letter grades have the following meaning:

- “A” (93-100), “A-” (90-92): The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner.
- “B+” (87-89), “B” (84-86), “B-” (80-83): The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner.
- “C+” (77-79), “C” (74-76), “C-” (70-73): The instructor judged the student to have satisfied the stated objectives of the course in an average manner.
- “D+” (67-69), “D” (60-67): The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner.
- “E” (<60): The instructor judged the student not to have satisfied the stated objectives of the course.

Collaboration and Academic Integrity Policy:

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to discuss the material presented in the course with your classmates. However, you should ensure that any written work you submit for evaluation –weekly quizzes and response activities, mini-papers, exams – is the result of your own research and writing and reflects your own approach to the topic. The quizzes and exams are to be taken during the allotted time period without the aid of other students. Do not attempt to copy the test to take it or distribute it to anyone. We will compare IP addresses, grades, and timing for each assignment. Questions will also be drawn from a larger sample of questions, and their order as well as answer responses will be randomized. Thus, each student will see a different quiz or exam. You must also adhere to standard citation practices in political science and

properly cite any books, articles, websites, lectures, etc. that have helped you with your work. Students are required to upload their papers and written exams to Carmen, which utilizes Turnitin.com for plagiarism detection. This online service analyzes student submissions for plagiarism from published or online sources and from other students (including students who have taken the course in earlier years). To avoid plagiarism charges, students must cite all sources from which they get their information and use quotation marks when quoting directly from these sources. Students are responsible for knowing how to correctly cite their sources; ignorance about proper citation standards will not be accepted as an excuse for plagiarism.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct:

http://studentaffairs.osu.edu/resource_csc.asp

Again, please be aware that we will automatically screen all written assignments for potential plagiarism. All suspected plagiarism cases are forwarded to the Committee on Academic Misconduct.

You should visit their website (<https://oaa.osu.edu/coamfaqs.html>). Please also review Ohio State University’s Ten Suggestions for Preserving Academic Integrity

<https://oaa.osu.edu/coamtensuggestions.html>).

Disability Services (<http://www.ods.ohio-state.edu>):

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

No Recording or Transmission of Course Material:

No form of distribution of class material is permitted. Your personal class notes, to the extent to which they are transcriptions of the class, are for your own individual use, though they may be shared with other students in the class. Transcriptions of the class lectures, as they are intellectual property, however, may not be sold, posted on the web, and/or transmitted to individuals who are not registered for the course, in any fashion.

Mini-papers:

You have to write 6 mini-papers, one from each numeral (1,2,3,4,5,6). They are worth 5% each. They are due at 11:59 PM on the due date, though I encourage you to submit them well before that. Here are the prompts:

| MP | Due | Essay prompt |
|----|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a | | “Compare and contrast two definitions of democracy. Which do you find more useful. Why?” |
| 1b | | “Is democracy a universal value?” |
| 2a | | “Should the US switch to a parliamentary system? Why or why not? In making your argument, discuss some of the advantages and disadvantages of parliamentary and presidential systems!” |
| 2b | | “Should the U.S. adopt a PR electoral system? Why or why not? In making your argument, discuss some of the advantages and disadvantages of proportional representation (PR) and plurality/majority electoral systems.” |
| 3a | | “Take two of the three main ideologies discussed in the readings (liberalism, conservatism, socialism) and compare and contrast them on the following two dimensions: (i) their take on the importance of individuals vs. the society; (ii) their take on equality.” |
| 3b | | “Imagine the U.S. had a multi-party system (with, say, around 5 parties). Based on the assigned reading, speculate which parties these would be and explain how you come to your conclusion.” |
| 4a | | “What is pluralism? What is corporatism? What are the key differences between pluralism and corporatism? (Please do not just copy the definitions in the readings – explain the concepts mainly in your own words). Do GLM and Lijphart define them differently?” |
| 4b | | “What are the main theories that explain welfare state expansion and divergence? Which of these do you find most plausible? Which one least plausible? Why?” |
| 5a | | “Does the EU suffer from a democratic deficit?” |
| 5b | | “Discuss two main arguments in favor and two main arguments against independent central banks. On balance, do you think independent central banks are desirable?” |
| 6a | | “What are the advantages and disadvantages of consensus and majoritarian democracies, respectively?” |
| 6b | | “In what sense, if any, is American democracy ‘exception’ (= quite different) from other modern democracies” |

Mini-papers have three purposes. They provide a way for me to give credit for careful class preparation; they give you the opportunity to clarify your thinking by practicing analytic writing; and they prepare you for the quizzes. Mini-papers are typed and are not longer than half a page, single-spaced, using standard margins and a font size of 12 (400 words max). **They are due – submitted via carmen.osu.edu– at the beginning of class on the day they are due.** If a mini-paper is not handed in on time, or if you hand in the wrong mini-paper, you will receive no credit for it. Please note that all submissions will be screened for potential plagiarism.

The mini-papers ask you a question about the assigned reading(s) and you will write a short composition that supports your answer to the question. To do this successfully, you must be able to support your answer with textual evidence, and guard against the tendency to ignore textual evidence that might

undermine your thesis. The main objectives of this assignment are to develop your skills at a) thinking through complex texts that do not always provide simple answers, and b) writing a focused argument. There will be more than one persuasive answer to the question I ask. Thus the **criteria** for a mini-paper are: **(1) Clarity**: do you make your supporting points clear? **(2) Precision and accuracy**: do you draw your supporting points from specific places in the text, using quotation marks and page numbers appropriately, and do you make correct assertions about the text? **(3) Comprehensiveness and balance**: have you identified the textual passages important to this question? **(4) Organization**: do you present your arguments in a coherent order with smooth transitions and grammatical sentences?

| Points | Scoring criteria for mini-papers |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Check plus (5 points) | Meets criteria of clarity, precision and accuracy, comprehensiveness and balance, and organization. You have considered the texts carefully and creatively and made a persuasive argument in support of your thesis. |
| Check (4 points) | Must have strength on at least two of the criteria and it should still be good enough to put forward a clear line of argument. It gets a check (and not a check plus) because it does not use specific examples from the text, or does not anticipate the objections of a rival view, and has problems with sentence structure. |
| Check minus (3 points) | An argument mini-paper rates a check minus because it is weak in all criteria and would not serve to persuade an audience familiar with the text. It may also be inaccurate or disorganized. |
| No Credit | Fails to meet any of the criteria for effective support of an interpretive thesis. Not submitted on time. Wrong mini-paper. |

| # | Topic | Readings |
|-----|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Part I: Democracy | |
| 0 | Introduction | Syllabus |
| 1.1 | Democracy: what it is, and isn't | <p>Diamond, Larry Jay. "Thinking About Hybrid Regimes." <i>Journal of Democracy</i> 13, no. 2 (April 1, 2002): 21–35.</p> <p>Diamond, Larry Jay. Consolidating Democracies. In: LeDuc, Lawrence, Richard G. Niemi, and Pippa Norris, eds. <i>Comparing Democracies 2: New Challenges in the Study of Elections and Voting</i>. 2nd edition. London ; Thousand Oaks: SAGE Publications Ltd, 2002.</p> <p>Read 3 of the following 8 short pieces (in Democracy Source Book):</p> <ul style="list-style-type: none"> - Jean-Jacques Rousseau (1762): The Social Contract - Joseph Schumpeter (1976): Capitalism, Socialism, and Democracy - Adam Przeworski (1999): Minimalist Conception of Democracy: A Defense - Amy Gutmann and Dennis Thompson (1996): Democracy and Disagreement - James S. Fishkin (1995): The Voice of the People - Larry Diamond (1999): Defining and Developing Democracy - Carole Pateman (1970): Participation and Democratic Theory - Robert Dahl (1956): Polyarchal Democracy |
| 1.2 | Democracy: how it came about | <p>Bendix, Reinhard. <i>Kings or People: Power and the Mandate to Rule</i>. Revised ed. edition. University of California Press, 1980. (Introduction, pp. 3-18).</p> <p>Dahl, Robert Alan. <i>On Democracy</i>. Yale University Press, 2000, Ch. 2 ("Where and How did Democracy Develop").</p> |
| 2.1 | Is democracy a universal value? | <p>Dahl, Robert Alan. <i>On Democracy</i>. Yale University Press, 2000, Ch. 5 ("Why Democracy").</p> <p>Read 2 of the following 4 pieces:</p> <ul style="list-style-type: none"> - Dalai Lama. "Buddhism, Asian Values, and Democracy." <i>Journal of Democracy</i> 10, no. 1 (January 1, 1999): 3–7. - Filali-Ansary, Abdou. "Muslims and Democracy." <i>Journal of Democracy</i> 10, no. 3 (July 1, 1999): 18–32. - Fukuyama, Francis. "Confucianism and Democracy." <i>Journal of Democracy</i> 6, no. 2 (April 1, 1995): 20–33. - Sen, Amartya Kumar. "Democracy as a Universal Value." <i>Journal of Democracy</i> 10, no. 3 (July 1, 1999): 3–17. <p>Activity: Taking Sides [Clashing Views in World History, Volume 2, 3rd ed.] – "Are Chinese Confucianism and Western Capitalism Compatible?"</p> |
| 2.1 | Political Engineering / Constitutions | <p>Taylor, Steven L., Matthew Soberg Shugart, Arend Lijphart, and Bernard Grofman. <i>A Different Democracy: American Government in a Thirty-One-Country Perspective</i>. Yale University Press, 2014, Ch. 2 ("Political Engineering and the US constitution").</p> <p>Lijphart Ch 12 ("Constitutions")¹</p> <p>Dahl: "Constitutional Courts" (in Democracy Source Book, pp. 246-251).</p> |
| | Part II: Comparing Institutions | |
| 3.1 | What are institutions? | Shepsle, Kenneth A. <i>Analyzing Politics: Rationality, Behavior, and Institutions</i> . W.W. Norton, 2010 (Ch 11 "Institutions: General Remarks"). |

¹ Lijphart, Arend. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. Yale University Press, 2012.

| # | Topic | Readings |
|-----|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Gerhard Vowe (2008): "Politics, Policy, Polity", in: Lynda Lee Kaid & Christina Holtz-Bacha (eds): Encyclopedia of Political Communication. SAGE Publications. |
| 3.2 | Government types | Lijphart Ch 7 ("Executive-Legislative Relations") |
| 4.1 | Electoral Systems Duverger's Law | Lijphart Ch 8 ("Electoral Systems") GLM Ch 11 ("Elections, Electoral Systems, and Referendums") ² Activity: Worksheet on election results. |
| 4.2 | Parliaments Malapportionment | GLM Ch 3 ("Parliaments") Lijphart Ch 11 ("Parliaments and Congresses") Activity: find the most malapportioned (chamber of parliament) in Western Europe (use this source: "European Parliament (2011): Electoral systems. The link between governance, elected members and voters"). |
| 5.1 | Coalition Theory | Lijphart Ch 6 ("Cabinets") GLM Ch 12 ("Making and Breaking Governments") Activity: Complete worksheet on coalitions. |
| 5.2 | Federalism | Lijphart Ch 10 ("Division of Power") |
| | Part III: Political Conflict | |
| 6.1 | Ideology | Cole & Symes (2014), Chapter 20 ("The Age of Ideologies: Europe in the Aftermath of Revolution, 1815–1848", pp. 666-677) Andrew Heywood: Political Ideologies – Summaries (pp. 1-11) Activity: Complete survey at www.politicalcompass.org , submit scores on carmen. |
| 6.2 | Cleavages Political space | GLM Ch 9 ("Cleavages Structures and Electoral Change") Caramani, Danièle. "Party Systems." In Comparative Politics, edited by Danièle Caramani, 252-266. Oxford University Press, 2014 (3 rd ed). Russell Dalton (2014). Citizen Politics. Chapter 4 ("Values in Change") (pp. 87-103) |
| 7.1 | Party systems Rational Choice Downs / Median Voter | Lijphart Ch 5 ("Party Systems") GLM Ch 7 ("Patterns in Party Policies and Party Systems", read up on the UK, SWE, GER, FRA, and conclusion) Russell Dalton (2014). Citizen Politics. Chapter 7 (pp. 133-154) |
| 7.2 | Party families Measuring party positions | GLM Ch 8 ("Party Families", only 238-270) & Box 10.2 ("Selection of Parliamentary Candidates") Activity: Compile database on election results in country X. |
| 8.1 | Participation Paradox of voting Turnout | Kitschelt, Herbert, and Philipp Rehm. "Political Participation." In Comparative Politics, edited by Danièle Caramani. Oxford University Press, 2014. Lijphart, Arend (1997). "Unequal Participation: Democracy's Unresolved Dilemma". In: American Political Science Review, Vol. 91, No. 1, pp. 1-14 Mancur Olson: "Logic of Collective Action" in: Democracy Source Book, pp. 372-380 Powell, Bingham G. "American Voter Turnout in Comparative Perspective." American Political Science Review 80, no. 1 (1986): 17-35 |
| 8.2 | Voting Behavior | Seymour Martin Lipset, "Elections: The Expression of the Democratic Class Struggle," in Lipset, Political Man (Doubleday, 1960), pp. 231-78 |

² Gallagher, Michael, Michael Laver, and Peter Mair. *Representative Government in Modern Europe*. McGraw Hill Higher Education, 2011.

| # | Topic | Readings |
|------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Russell Dalton (2014). <i>Citizen Politics</i> . Chapters 8 (“The Social Bases of Party Support”), 9 (“Partisanship and Voting”), and 10 (“Attitudes and Voting Choice”) |
| | Part IV: Capitalism and Democracy | |
| 9.1 | Interest groups Pluralism vs. corporatism | Lijphart Ch 9 (“Interest Groups”) GLM Ch 14 (“Politics Outside Parliament”) |
| 9.2 | Varieties of Capitalism | Peter Hall and Daniel W. Gingerich (2009). “Varieties of Capitalism and Institutional Complementarities in the Political Economy: An Empirical Analysis.” <i>British Journal of Political Science</i> 39(3) (pp. 449–482) |
| 10.1 | Welfare States I | Gosta Esping-Andersen (1990): <i>The Three Worlds of Welfare Capitalism</i> (pp. 18-34) Kees Van Kersbergen and Philip Manow (2014). “The Welfare State.” In: <i>Comparative Politics</i> , edited by Danièle Caramani (pp. 349-365) |
| 10.2 | Welfare States II | Torben Iversen 2006: “Democracy and Capitalism.” In <i>Oxford Handbook of Political Economy</i> , edited by Barry R. Weingast and Donald L. Wittman (pp. 601-623) Jo Thori Lind (2005). “Why is there so little redistribution?” <i>Nordic Journal of Political Economy</i> 31 (pp. 111-25) |
| | Part V: EU | |
| 11.1 | EU development | John Pinder and Simon Usherwood (2013). <i>The European Union: A Very Short Introduction</i> . Chapter 4 (pp. 65-79). Activity: Political system map of the EU. |
| 11.2 | EU institutions | GLM Ch 5 (“The European Union and Representative Government”) Simon Hix (2008): <i>The EU as a new political system</i> , in: Caramani, pp. 573-600 Pippa Norris: “Democratic Deficit”, in: <i>Democracy Source Book</i> (pp. 510-515) |
| 12.1 | CBI Phillips Curve | Lijphart Ch 13 (“Central Banks”) Federal Reserve Bank of Francisco (2004). “U.S. Monetary Policy: An Introduction” (http://www.frbsf.org/education/teacher-resources/us-monetary-policy-introduction). Christopher Ragan (2006). “Why Monetary Policy Matters: A Canadian Perspective” (http://www.bankofcanada.ca/publications/books-and-monographs/why-monetary-policy-matters). |
| 12.2 | EMU Euro Crisis | John Grahl and Paul Teague (2013). “Reconstructing the Eurozone: The Role of EU Social Policy.” <i>Cambridge Journal of Economics</i> 37, no. 3 (pp. 677–92). |
| | Part VI: Varieties of Democracies | |
| 13.1 | Styles of democratic governance VoD | Lijphart Ch 2 (“The Westminster Model of Democracy”) & 3 (“The Consensus Model of Democracy”) & 14 (“The Two-Dimensional Conceptual Map of Democracy”) |
| 13.2 | Policy Differences | GLM Ch 13 (“Does Representative Government Make a Difference?”) Lijphart Ch 15 (“Macro-Economic Management”) & 16 (“The Quality of Democracy”) & 17 (“Conclusions and Recommendations”) |

| # | Topic | Readings |
|------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14.1 | American Exceptionalism? | <p>Alberto Alesina, Edward Glaeser, Bruce Sacerdote (2001): Why Doesn't the United States Have a European-Style Welfare State? <i>Brookings Papers on Economic Activity</i>, 2001(2) (pp. 87-254 [abridged])</p> <p>Jens Alber (2010), "What the European and American welfare states have in common and where they differ: facts and fiction in comparisons of the European Social Model and the United States." <i>Journal of European Social Policy</i> 20(2) (pp. 102 -125)</p> |
| 14.2 | Conclusion | |

PS4200 Politics of Modern Democracies

The Ohio State University, Autumn 2017
Time & Location: TBD

This version: January 27, 2017

Please note: syllabus is subject to change!

Instructor: Prof. Philipp Rehm
Office hours: By appointment
- In person (Derby 2186a)
- Online (via Carmen)
Email: Rehm.16@osu.edu

Teaching Assistant: TBA
Office hours: By appointment
- In person (location TBA)
- Online (via Carmen)
Email: TBA

Course description:

Democracy is the institutionalization of conflict, but democratic regimes vary with regard to the ways that they structure the arenas within which conflict is expressed. Presidential vs. parliamentary systems, as well as fragmented multi-party systems vs. majoritarian two-party systems, for example, are extremely important distinctions that have important consequences for the nature of politics within a society. So, too, are the nature of political parties and the dynamics of party systems. While this course will focus primarily on modern democracies in Western Europe, its overview of political institutions and policy processes applies to established democracies in other world regions, as well as to new democracies emerging in the aftermath of authoritarian rule.

This course is a comparative study of how democratic institutions are structured and how they function, particularly with regard to the regulation of conflict. The course contains several shorter blocks.

(i) Competing understandings and definitions of democracy.

Studying democratic politics requires a definition of democracy and a conceptualization of how democracy is different from non-democratic regimes. We will also briefly investigate the historical process that has brought democratic institutions into existence in the first place.

(ii) Varying political institutions that structure democratic polities.

This part of the course will look more closely at the institutional differences and similarities within the group of democratic countries. We are going to discuss the ways in which the institutions of modern democracies are structured, how they function and how this affects the conduct of politics

(iii) Fundamental characteristics of mass-level behavior.

The part of the course will deal with the nature of political conflict itself. It will focus on the effects of those previously outlined institutional differences and other factors, such as social cleavages and ideology, on the conduct of politics. We are also going to investigate the role of political parties and party systems, followed by an analysis of voting behavior as an expression of political conflict on the individual level.

(iv) Capitalism and democracy.

Modern democracies embraces two key principles that are at odds with each other: political equality (democracy) and economic inequality (capitalism). How different democracies have reconciled these competing principles differently is the topic of this part of the course.

(v) The European Union as a special type of modern democracy.

This part of the course deals with the European Union, a new set of governmental structures that has created an entirely new arena of political conflict.

(vi) Differing styles, and policy outcomes, of democratic governance.

The final part of the course takes a big-picture view of different types / varieties / styles of democracy and the policies they bring about. This will also provide an opportunity to put the American experience in comparative perspective.

Course goals:

- Program Goals. Upper division courses fulfill two program goals:
 - 1) Gain in-depth knowledge of the scholarly literature in a field or thematic specialization.
 - 2) Develop analytic and critical thinking skills that will enable students to rigorously evaluate competing arguments and to appraise value-based claims.
- Course Specific Goals:
 - 1) Students gain deeper knowledge of similarities and differences of modern democracies in terms of polities (institutions), politics (parties, elections, voting, etc.), and policy.
 - 2) Students can evaluate the benefits and shortcomings of different institutional configurations.
 - 3) Students will become familiar with the political systems of various modern democracies other than the US.

Course objectives:

- By the end of this course, students will be able to...
 - 1) Understand similarities and differences of modern democracies.
 - 2) Describe key aspects of modern democracies other than the US.
 - 3) Compare and contrast the American with European experiences.
 - 4) Critically evaluate theories and arguments related to the politics of modern democracies.

Course Requirements:

1. Readings. The assigned readings are not optional but required, and you cannot succeed in the course without having done them. The assigned readings as well as material from the lectures are the base for the exams.
2. Attendance (10%). You are expected to attend the lectures. I will take attendance in each session.
3. Mini-papers (30%): You have to write six mini-papers, one for each of the six blocks. They are worth 5% each, and they are explained in great detail below. Mini-papers are due at the end of each block. Consult the schedule for exact dates.
4. Four exams (60% total): The exams will be made up of a mixture of short answer questions (multiple choice, fill-in-the-blank, and/or identification) and an essay covering material from the readings and lectures. There will be four exams (10%, 10%, 10%, 30%). Consult the schedule for exact dates.

Due dates:

| Due date and time | Assignment |
|--------------------------|-------------------|
| TBA | Mini-paper 1 |
| TBA | Mini-paper 2 |
| TBA | Exam 1 |
| TBA | Mini-paper 3 |
| TBA | Mini-paper 4 |
| TBA | Exam 2 |
| TBA | Mini-paper 5 |
| TBA | Exam 3 |
| TBA | Mini-paper 6 |
| TBA | Exam 4 |

Course Materials:

All readings will be available at least one week in advance through the Carmen course site.

Course Technology:

- Baseline technical skills necessary for online courses: Basic computer and web-browsing skills; navigating Carmen.
- Necessary equipment and software: Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection; current supported web browser; device capable of playing audio/video files (i.e. aforementioned computer)

Useful links:

Carmen Technological Support: <https://ocio.osu.edu/help> or <http://8help.osu.edu>

Office of Distance Education and eLearning: <https://odee.osu.edu/home>

Student Academic Services: <http://artsandsciences.osu.edu/academics/current-students>

Student Service Center: <http://ssc.osu.edu/>

Course Policies:**Grading:**

I use the full range of grades, which includes E and D. Letter grades have the following meaning:

- “A” (93-100), “A-” (90-92): The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner.
- “B+” (87-89), “B” (84-86), “B-” (80-83): The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner.
- “C+” (77-79), “C” (74-76), “C-” (70-73): The instructor judged the student to have satisfied the stated objectives of the course in an average manner.
- “D+” (67-69), “D” (60-67): The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner.
- “E” (<60): The instructor judged the student not to have satisfied the stated objectives of the course.

Collaboration and Academic Integrity Policy:

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to discuss the material presented in the course with your classmates. However, you should ensure that any written work you submit for evaluation – weekly quizzes and response activities, mini-papers, exams – is the result of your own research and writing and reflects your own approach to the topic. The quizzes and exams are to be taken during the allotted time period without the aid of other students. Do not attempt to copy the test to take it or distribute it to anyone. We will compare IP addresses, grades, and timing for each assignment. Questions will also be drawn from a larger sample of questions, and their order as well as answer responses will be randomized. Thus, each student will see a different quiz or exam. You must also adhere to standard citation practices in political science and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. Students are required to upload their papers and written exams to Carmen, which utilizes Turnitin.com for plagiarism detection. This online service analyzes student submissions for plagiarism from published or online sources and from other students (including students who have taken the course in earlier years). To avoid plagiarism charges, students must cite all sources from which they get their information and use quotation marks when quoting directly from these sources. Students are responsible for knowing how to correctly cite their sources; ignorance about proper citation standards will not be accepted as an excuse for plagiarism.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct:

(http://studentaffairs.osu.edu/resource_csc.asp)

Again, please be aware that we will automatically screen all written assignments for potential plagiarism. All suspected plagiarism cases are forwarded to the Committee on Academic Misconduct. You should visit their website (<https://oaa.osu.edu/coamfaqs.html>). Please also review Ohio State University’s Ten Suggestions for Preserving Academic Integrity (<https://oaa.osu.edu/coamtensuggestions.html>).

Disability Services (<http://www.ods.ohio-state.edu>):

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

No Recording or Transmission of Course Material:

No form of distribution of class material is permitted. Your personal class notes, to the extent to which they are transcriptions of the class, are for your own individual use, though they may be shared with other students in the class. Transcriptions of the class lectures, as they are intellectual property, however, may not be sold, posted on the web, and/or transmitted to individuals who are not registered for the course, in any fashion.

Mini-papers:

You have to write 6 mini-papers, one from each numeral (1,2,3,4,5,6). They are worth 5% each. They are due at 11:59 PM on the due date, though I encourage you to submit them well before that. Here are the prompts:

| MP | Due | Essay prompt |
|----|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a | | “Compare and contrast two definitions of democracy. Which do you find more useful. Why?” |
| 1b | | “Is democracy a universal value?” |
| 2a | | “Should the US switch to a parliamentary system? Why or why not? In making your argument, discuss some of the advantages and disadvantages of parliamentary and presidential systems!” |
| 2b | | “Should the U.S. adopt a PR electoral system? Why or why not? In making your argument, discuss some of the advantages and disadvantages of proportional representation (PR) and plurality/majority electoral systems.” |
| 3a | | “Take two of the three main ideologies discussed in the readings (liberalism, conservatism, socialism) and compare and contrast them on the following two dimensions: (i) their take on the importance of individuals vs. the society; (ii) their take on equality.” |
| 3b | | “Imagine the U.S. had a multi-party system (with, say, around 5 parties). Based on the assigned reading, speculate which parties these would be and explain how you come to your conclusion.” |
| 4a | | “What is pluralism? What is corporatism? What are the key differences between pluralism and corporatism? (Please do not just copy the definitions in the readings – explain the concepts mainly in your own words). Do GLM and Lijphart define them differently?” |
| 4b | | “What are the main theories that explain welfare state expansion and divergence? Which of these do you find most plausible? Which one least plausible? Why?” |
| 5a | | “Does the EU suffer from a democratic deficit?” |
| 5b | | “Discuss two main arguments in favor and two main arguments against independent central banks. On balance, do you think independent central banks are desirable?” |
| 6a | | “What are the advantages and disadvantages of consensus and majoritarian democracies, respectively?” |
| 6b | | “In what sense, if any, is American democracy ‘exception’ (= quite different) from other modern democracies” |

Mini-papers have three purposes. They provide a way for me to give credit for careful class preparation; they give you the opportunity to clarify your thinking by practicing analytic writing; and they prepare you for the quizzes. Mini-papers are typed and are not longer than half a page, single-spaced, using standard margins and a font size of 12 (400 words max). **They are due – submitted via carmen.osu.edu– at the beginning of class on the day they are due.** If a mini-paper is not handed in on time, or if you hand in the wrong mini-paper, you will receive no credit for it. Please note that all submissions will be screened for potential plagiarism.

The mini-papers ask you a question about the assigned reading(s) and you will write a short composition that supports your answer to the question. To do this successfully, you must be able to support your answer with textual evidence, and guard against the tendency to ignore textual evidence that might undermine your thesis. The main objectives of this assignment are to develop your skills at a) thinking through complex texts that do not always provide simple answers, and b) writing a focused argument. There will be more than one persuasive answer to the question I ask. Thus the **criteria** for a mini-paper are: **(1) Clarity:** do you make your supporting points clear? **(2) Precision and accuracy:** do you draw your supporting points from specific places in the text, using quotation marks and page numbers

appropriately, and do you make correct assertions about the text? **(3) Comprehensiveness and balance:** have you identified the textual passages important to this question? **(4) Organization:** do you present your arguments in a coherent order with smooth transitions and grammatical sentences?

| Points | Scoring criteria for mini-papers |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Check plus (5 points) | Meets criteria of clarity, precision and accuracy, comprehensiveness and balance, and organization. You have considered the texts carefully and creatively and made a persuasive argument in support of your thesis. |
| Check (4 points) | Must have strength on at least two of the criteria and it should still be good enough to put forward a clear line of argument. It gets a check (and not a check plus) because it does not use specific examples from the text, or does not anticipate the objections of a rival view, and has problems with sentence structure. |
| Check minus (3 points) | An argument mini-paper rates a check minus because it is weak in all criteria and would not serve to persuade an audience familiar with the text. It may also be inaccurate or disorganized. |
| No Credit | <p>Fails to meet any of the criteria for effective support of an interpretive thesis.</p> <p>Not submitted on time.</p> <p>Wrong mini-paper.</p> |

| # | Topic | Readings |
|-----|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Part I: Democracy | |
| 0 | Introduction | Syllabus |
| 1.1 | Democracy: what it is, and isn't | <p>Diamond, Larry Jay. "Thinking About Hybrid Regimes." <i>Journal of Democracy</i> 13, no. 2 (April 1, 2002): 21–35.</p> <p>Diamond, Larry Jay. Consolidating Democracies. In: LeDuc, Lawrence, Richard G. Niemi, and Pippa Norris, eds. <i>Comparing Democracies 2: New Challenges in the Study of Elections and Voting</i>. 2nd edition. London ; Thousand Oaks: SAGE Publications Ltd, 2002.</p> <p>Read 3 of the following 8 short pieces (in Democracy Source Book):</p> <ul style="list-style-type: none"> - Jean-Jacques Rousseau (1762): The Social Contract - Joseph Schumpeter (1976): Capitalism, Socialism, and Democracy - Adam Przeworski (1999): Minimalist Conception of Democracy: A Defense - Amy Gutmann and Dennis Thompson (1996): Democracy and Disagreement - James S. Fishkin (1995): The Voice of the People - Larry Diamond (1999): Defining and Developing Democracy - Carole Pateman (1970): Participation and Democratic Theory - Robert Dahl (1956): Polyarchal Democracy |
| 1.2 | Democracy: how it came about | <p>Bendix, Reinhard. <i>Kings or People: Power and the Mandate to Rule</i>. Revised ed. edition. University of California Press, 1980. (Introduction, pp. 3-18).</p> <p>Dahl, Robert Alan. <i>On Democracy</i>. Yale University Press, 2000, Ch. 2 ("Where and How did Democracy Develop").</p> |
| 2.1 | Is democracy a universal value? | <p>Dahl, Robert Alan. <i>On Democracy</i>. Yale University Press, 2000, Ch. 5 ("Why Democracy").</p> <p>Read 2 of the following 4 pieces:</p> <ul style="list-style-type: none"> - Dalai Lama. "Buddhism, Asian Values, and Democracy." <i>Journal of Democracy</i> 10, no. 1 (January 1, 1999): 3–7. - Filali-Ansary, Abdou. "Muslims and Democracy." <i>Journal of Democracy</i> 10, no. 3 (July 1, 1999): 18–32. - Fukuyama, Francis. "Confucianism and Democracy." <i>Journal of Democracy</i> 6, no. 2 (April 1, 1995): 20–33. - Sen, Amartya Kumar. "Democracy as a Universal Value." <i>Journal of Democracy</i> 10, no. 3 (July 1, 1999): 3–17. |
| 2.1 | Political Engineering / Constitutions | <p>Taylor, Steven L., Matthew Soberg Shugart, Arend Lijphart, and Bernard Grofman. <i>A Different Democracy: American Government in a Thirty-One-Country Perspective</i>. Yale University Press, 2014, Ch. 2 ("Political Engineering and the US constitution").</p> <p>Lijphart Ch 12 ("Constitutions")¹</p> <p>Dahl: "Constitutional Courts" (in Democracy Source Book, pp. 246-251).</p> |
| | Part II: Comparing Institutions | |
| 3.1 | What are institutions? | Shepsle, Kenneth A. <i>Analyzing Politics: Rationality, Behavior, and Institutions</i> . W.W. Norton, 2010 (Ch 11 "Institutions: General Remarks"). |

¹ Lijphart, Arend. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. Yale University Press, 2012.

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|-----|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Gerhard Vowe (2008): "Politics, Policy, Polity", in: Lynda Lee Kaid & Christina Holtz-Bacha (eds): Encyclopedia of Political Communication. SAGE Publications. |
| 3.2 | Government types | Lijphart Ch 7 ("Executive-Legislative Relations") |
| 4.1 | Electoral Systems Duverger's Law | Lijphart Ch 8 ("Electoral Systems") GLM Ch 11 ("Elections, Electoral Systems, and Referendums") ² Activity: Worksheet on election results. |
| 4.2 | Parliaments Malapportionment | GLM Ch 3 ("Parliaments") Lijphart Ch 11 ("Parliaments and Congresses") Activity: find the most malapportioned (chamber of parliament) in Western Europe (use this source: "European Parliament (2011): Electoral systems. The link between governance, elected members and voters"). |
| 5.1 | Coalition Theory | Lijphart Ch 6 ("Cabinets") GLM Ch 12 ("Making and Breaking Governments") Activity: Complete worksheet on coalitions. |
| 5.2 | Federalism | Lijphart Ch 10 ("Division of Power") |
| | Part III: Political Conflict | |
| 6.1 | Ideology | Cole & Symes (2014), Chapter 20 ("The Age of Ideologies: Europe in the Aftermath of Revolution, 1815–1848", pp. 666-677) Andrew Heywood: Political Ideologies – Summaries (pp. 1-11) Activity: Complete survey at www.politicalcompass.org , submit scores on carmen. |
| 6.2 | Cleavages Political space | GLM Ch 9 ("Cleavages Structures and Electoral Change") Caramani, Danièle. "Party Systems." In Comparative Politics, edited by Danièle Caramani, 252-266. Oxford University Press, 2014 (3 rd ed). Russell Dalton (2014). Citizen Politics. Chapter 4 ("Values in Change") (pp. 87-103) |
| 7.1 | Party systems Rational Choice Downs / Median Voter | Lijphart Ch 5 ("Party Systems") GLM Ch 7 ("Patterns in Party Policies and Party Systems", read up on the UK, SWE, GER, FRA, and conclusion) Russell Dalton (2014). Citizen Politics. Chapter 7 (pp. 133-154) |
| 7.2 | Party families Measuring party positions | GLM Ch 8 ("Party Families", only 238-270) & Box 10.2 ("Selection of Parliamentary Candidates") Activity: Compile database on election results in country X. |
| 8.1 | Participation Paradox of voting Turnout | Kitschelt, Herbert, and Philipp Rehm. "Political Participation." In Comparative Politics, edited by Danièle Caramani. Oxford University Press, 2014. Lijphart, Arend (1997). "Unequal Participation: Democracy's Unresolved Dilemma". In: American Political Science Review, Vol. 91, No. 1, pp. 1-14 Mancur Olson: "Logic of Collective Action" in: Democracy Source Book, pp. 372-380 Powell, Bingham G. "American Voter Turnout in Comparative Perspective." American Political Science Review 80, no. 1 (1986): 17-35 |
| 8.2 | Voting Behavior | Seymour Martin Lipset, "Elections: The Expression of the Democratic Class Struggle," in Lipset, Political Man (Doubleday, 1960), pp. 231-78 |

² Gallagher, Michael, Michael Laver, and Peter Mair. *Representative Government in Modern Europe*. McGraw Hill Higher Education, 2011.

| # | Topic | Readings |
|------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Russell Dalton (2014). <i>Citizen Politics</i> . Chapters 8 (“The Social Bases of Party Support”), 9 (“Partisanship and Voting”), and 10 (“Attitudes and Voting Choice”) |
| | Part IV: Capitalism and Democracy | |
| 9.1 | Interest groups Pluralism vs. corporatism | Lijphart Ch 9 (“Interest Groups”) GLM Ch 14 (“Politics Outside Parliament”) |
| 9.2 | Varieties of Capitalism | Peter Hall and Daniel W. Gingerich (2009). “Varieties of Capitalism and Institutional Complementarities in the Political Economy: An Empirical Analysis.” <i>British Journal of Political Science</i> 39(3) (pp. 449–482) |
| 10.1 | Welfare States I | Gosta Esping-Andersen (1990): <i>The Three Worlds of Welfare Capitalism</i> (pp. 18-34) Kees Van Kersbergen and Philip Manow (2014). “The Welfare State.” In: <i>Comparative Politics</i> , edited by Danièle Caramani (pp. 349-365) |
| 10.2 | Welfare States II | Torben Iversen 2006: “Democracy and Capitalism.” In <i>Oxford Handbook of Political Economy</i> , edited by Barry R. Weingast and Donald L. Wittman (pp. 601-623) Jo Thori Lind (2005). “Why is there so little redistribution?” <i>Nordic Journal of Political Economy</i> 31 (pp. 111-25) |
| | Part V: EU | |
| 11.1 | EU development | John Pinder and Simon Usherwood (2013). <i>The European Union: A Very Short Introduction</i> . Chapter 4 (pp. 65-79). Activity: Political system map of the EU. |
| 11.2 | EU institutions | GLM Ch 5 (“The European Union and Representative Government”) Simon Hix (2008): <i>The EU as a new political system</i> , in: Caramani, pp. 573-600 Pippa Norris: “Democratic Deficit”, in: <i>Democracy Source Book</i> (pp. 510-515) |
| 12.1 | CBI Phillips Curve | Lijphart Ch 13 (“Central Banks”) Federal Reserve Bank of Francisco (2004). “U.S. Monetary Policy: An Introduction” (http://www.frbsf.org/education/teacher-resources/us-monetary-policy-introduction). Christopher Ragan (2006). “Why Monetary Policy Matters: A Canadian Perspective” (http://www.bankofcanada.ca/publications/books-and-monographs/why-monetary-policy-matters). |
| 12.2 | EMU Euro Crisis | John Grahl and Paul Teague (2013). “Reconstructing the Eurozone: The Role of EU Social Policy.” <i>Cambridge Journal of Economics</i> 37, no. 3 (pp. 677–92). |
| | Part VI: Varieties of Democracies | |
| 13.1 | Styles of democratic governance VoD | Lijphart Ch 2 (“The Westminster Model of Democracy”) & 3 (“The Consensus Model of Democracy”) & 14 (“The Two-Dimensional Conceptual Map of Democracy”) |
| 13.2 | Policy Differences | GLM Ch 13 (“Does Representative Government Make a Difference?”) Lijphart Ch 15 (“Macro-Economic Management”) & 16 (“The Quality of Democracy”) & 17 (“Conclusions and Recommendations”) |

| # | Topic | Readings |
|------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14.1 | American Exceptionalism? | <p>Alberto Alesina, Edward Glaeser, Bruce Sacerdote (2001): Why Doesn't the United States Have a European-Style Welfare State? <i>Brookings Papers on Economic Activity</i>, 2001(2) (pp. 87-254 [abridged])</p> <p>Jens Alber (2010), "What the European and American welfare states have in common and where they differ: facts and fiction in comparisons of the European Social Model and the United States." <i>Journal of European Social Policy</i> 20(2) (pp. 102 -125)</p> |
| 14.2 | Conclusion | |

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Political Science 4200 (PS4200)

Instructor: Philipp Rehm

Summary: Online Course Offering

| Standard - Course Technology | Yes | Yes with Revisions | No | Feedback/ Recomm. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.1 The tools used in the course support the learning objectives and competencies. | ✓ | | | The learning objectives and competencies are supported by the course tools used in the following ways. <ul style="list-style-type: none"> • Weekly readings • Reading response activities (completing surveys, brief writing assignments) • Weekly reading online quizzes • Audio/video lectures • Mini papers |
| 6.2 Course tools promote learner engagement and active learning. | ✓ | | | Students will use the following tools to engage with the course materials and instructor to promote active learning. <ul style="list-style-type: none"> • Carmen LMS (all materials and course content will be delivered through Carmen) |
| 6.3 Technologies required in the course are readily obtainable. | ✓ | | | All technologies being used for this course are readily obtainable through the Carmen LMS. |
| 6.4 The course technologies are current. | ✓ | | | All technologies being used for this course are current and available as a download or through a standard web browser. <ul style="list-style-type: none"> • Carmen LMS |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | ✓ | | | All tools being used for this course are a part of the University suite of tools. No external tools are required. |
| Standard - Learner Support | | | | |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. | ✓ | | | Links have been provided in the "Course Technology" section of the syllabus for the technical support offered for all tools being used in the course. |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services. | ✓ | | | a |
| 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them. | ✓ | | | b |

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them. | ✓ | | | Please update the link for Student Academic Services. Reference the link below in section b. |
| Standard – Accessibility and Usability | | | | |
| 8.1 Course navigation facilitates ease of use. | ✓ | | | Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.2 Information is provided about the accessibility of all technologies required in the course. | ✓ | | | Recommend that a link be provided in the "Course Technology" section of the syllabus to the accessibility statement for Carmen. |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | ✓ | | | Recommend that resources be developed to address any requests for alternative means of access to course materials. |
| 8.4 The course design facilitates readability | ✓ | | | Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.5 Course multimedia facilitate ease of use. | ✓ | | | All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser or MS Office/Power Point. |

Reviewer Information

- Date reviewed: 2/8/2017
- Reviewed by: Mike Kaylor

Notes: (Section 6.3) Please note that students have access to the Microsoft Office 365 service as a part of being a student at OSU. The link to this information should be included in the "Course Technology" section of the syllabus.

Section (6.5) While Microsoft Office 365 is available to OSU students the Power Point Reader tool is an external tool, thus, a privacy policy statement for the software should be included in the "Course Technology" section of the course syllabus.

^aThe University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

| |
|----------------------------------------------------------------------------------------------|
| The Ohio State University College of the Arts and Sciences Concurrence Form |
|----------------------------------------------------------------------------------------------|

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

| | | |
|--------------------------|---------------|--------------|
| Initiating Academic Unit | Course Number | Course Title |
|--------------------------|---------------|--------------|

| | |
|------------------------------------------------------|-------------------|
| Type of Proposal (New, Change, Withdrawal, or other) | Date request sent |
|------------------------------------------------------|-------------------|

| | |
|-------------------------------|----------------------|
| Academic Unit Asked to Review | Date response needed |
|-------------------------------|----------------------|

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

| | | | |
|---------|----------|------|------|
| 1. Name | Position | Unit | Date |
|---------|----------|------|------|

| | | | |
|---------|----------|------|------|
| 2. Name | Position | Unit | Date |
|---------|----------|------|------|

| | | | |
|---------|----------|------|------|
| 3. Name | Position | Unit | Date |
|---------|----------|------|------|

Example of due dates displayed in Carmen (different course!):

The screenshot displays the Carmen LMS interface for course SP17 3350. On the left is a vertical navigation menu with icons for Home, Announcements, Syllabus, Modules, Assignments (highlighted), Quizzes, Discussions, People, Attendance, Grades, LockDown Browser, Conferences, Collaborations, Outcomes, Files, Pages, Settings, and Library Link. The main content area shows the course title and a search bar. Below the search bar, there are two sections: 'Mini Papers' and 'Exams'. Each section contains a list of items with their status and due dates.

SP17 3350 > Assignments

Spring 2017

Search for Assignment

Mini Papers

- Mini Paper 1
Closed | Due Feb 1 at 12:50pm | 3 pts
- Mini Paper 2
Closed | Due Feb 24 at 12:45pm | 5 pts
- Mini Paper 3
Available until Mar 24 | Due Mar 24 at 12:45pm | 5 pts
- Mini Paper 4
Available until Apr 14 | Due Apr 14 at 12:45pm | 5 pts

Exams

- Exam 1 (in class)
Due Feb 3 at 12:45pm | 21 pts
- Exam 2 (in class)
Due Mar 1 at 12:45pm | 21 pts
- Exam 3 (in class)
Due Mar 29 at 12:45pm | 21 pts
- Exam 4 (in class)
Due Apr 19 at 12:45pm | 21 pts