

PSC 352
Introduction to Comparative Politics
MSSU, Fall 2014
TR 11:00 - 12:15 PM

1 Class Information

- ⇒ **Professor:** Nicholas P. Nicoletti, Ph.D.
- ⇒ **Office:** 212 Webster Hall (The Center for Law and Politics)
- ⇒ **Phone:** (417) 625-9572¹
- ⇒ **Email:** nicoletti-n@mssu.edu
- ⇒ **Class Time:** Tuesday/Thursday 11:00 AM - 12:15 PM
- ⇒ **Room:** 211 Webster Hall
- ⇒ **Office Hours:** Monday: 1:00 - 3:00 pm; Tuesday: 9:30 - 11:00 am; Wednesday: 1:00 - 3:00 pm; Thursday: 9:00 - 11:00 am; Friday: 1:00 - 3:00 pm

2 Course Description

The field of Comparative Politics is the study of political phenomena that occur predominantly within countries, while International Relations is the study of political phenomena that occur between countries. In many cases, the subfields of Comparative Politics and International Relations will overlap.

The course introduces students to the principles and techniques of the comparative politics subfield in political science. Material includes the structure of government in constitutional and authoritarian regimes, political institutions, political processes, political economy, and major global issues. The course examines themes of democratization, institutional design, parties and party systems, as well as the impact of social and economic change on the conduct and evolution of modern political systems.

We will look at exciting questions in Comparative Politics such as (Clark, Golder and Golder, 2013, p. xxviii - xxx):

- What is the state and where did it come from?
- What is democracy?
- Why are some countries democracies whereas others are dictatorships?
- How might we explain transitions to democracy?
- Does the kind of regime a country has affect the material well-being of its citizens?
- Why are ethnic groups politicized in some countries by not others?
- Why do some countries have many parties whereas some have only a few?

¹If you leave a voicemail, please leave your name, what class you are in, a description of the problem/question, and slowly leave a number where I may reach you. The best way to reach me is by email.

- How do governments form, and what determines the type of governments that take office?
- What are the material and normative implications associated with these different types of regimes?
- How does the type of democracy in a country affect the survival of the regime?

3 Objectives

1. Students will be introduced to the major questions, concepts, theories, and methodologies in Comparative Politics.
2. Students will hone writing, speaking, and critical thinking skills.
3. Students will compare and contrast political institutions and cultures.
4. Students will identify relationships between developed and developing nations.
5. Students will develop skills in utilizing historical and contemporary political science sources and techniques to gain a better understanding of Comparative Politics.

4 Course Expectations

I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day.** Some of the readings are theoretically and analytically rigorous. Simply put, much of what is read in this course is difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class and especially on examinations.

Taking attendance is required by university policy and by U.S. federal government regulations. Attendance will be taken regularly at the start of class. However attendance is not enough to earn credit. I expect that students participate in class. Participation is worth 10% of your final grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. **If you do not participate you will not be able to earn a major portion of your grade.** Part of your participation grade will be calculated using the *Top Hat Monocle* Internet software. See the section on *Top Hat* for more information on this class tool.

Late arrivals are annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all.** Late students will be taking a chance. This class will include pop quizzes that I call *D.I.R.T.* quizzes, which stands for “Did I Read Today”. *D.I.R.T.* quizzes are given at the very beginning of class via the *Top Hat* system. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. I never allow makeup quizzes for any reason. Thus, there are consequences for being late.

Please give the class and I the courtesy of refraining from perpetual late arrivals.

Unexcused absences on exam day will result in a forfeiture of all points for that exam. Make-ups can be scheduled only for students who pre-excuse their absences (that means before the exam, **not after**). An absence is only excused if supported by documentation from either University personnel or your physician. **There are absolutely no make-ups for pop quizzes; if you miss class on a day that I give a quiz, you will lose the quiz points for that day — NO EXCEPTIONS.**

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, or typing assignments for other courses during this class. Cell Phones should only be used for the Top Hat software. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the “Discussion Board” tab in Blackboard, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

All students in my classes are expected to check their school email regularly (I suggest once per day). I communicate solely via email sent to your **school email address** and announcements via Blackboard. Students are expected to use their school email address when sending messages to the professor. I will NOT make special accommodations for students that want to use personal email addresses. All email communications will be sent and received via your school email address.

No form of video/audio recording or photography will be permitted in my class without permission. I reserve the right to request copies of any recordings in any form taken in my class.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window. *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible educator I can be. I will often ask for your feedback during the course and I take your input seriously.

5 Required Texts

- ◇ Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. (2013). *Principles of Comparative Politics, 2nd Edition*. CQ Press. ISBN-13: 9781608716791. This can be rented from the MSSU Bookstore.
- ◇ TopHat Monacle Subscription - \$20 for the semester. To use this software you will need a mobile device such as, a laptop, tablet, smart-phone, or a cell phone with texting capabilities (Subscription card purchased at Bookstore).
- ◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on Blackboard. A “+” indicates that the reading is posted on Blackboard. A “∇” indicates that the reading is in the physical Course Reserve in the MSSU Libraries.
- ◇ I reserve the right to add readings at any time during the semester.
- ◇ The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style.

5.0.1 Proper Email Etiquette

This is the format I expect all emails to be sent in:

To: nicoletti-n@mssu.edu

From: Your Email Address Here

Subject: Always Include a Subject Line with Your Class Title and Time of Day

Dear Professor Nicoletti,

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),
Jane/John Doe Student

6 Grading

Students can earn a total of 100 (non-extra credit) points per semester. Up to 15 points can be earned from successfully answering weekly D.I.R.T. quizzes correctly. Up to 50 points can be earned from the Midterm and Final examinations. Up to 10 points can be earned from participating in class throughout the semester and participating in *Top Hat* participation questions. Finally, up to 25 points can be earned by completing the Final Paper and Presentation. This means that each point in the class is literally worth one percent of your final grade. In other words, the denominator for your grade will change throughout the semester as points are accumulated. For example, by mid-semester students will have the possibility to earn approximately 50 points in the class. Let's say that you earned 41 total points by mid-semester. To figure out your grade simple divide 41 by 50 ($\frac{41}{50} = 82$). This would mean that you earned a B halfway through the semester. By the end of the semester - when all assignments are turned in - there will be 100 total points that could possibly earned in the course. Thus, if you earned 75 points out 100 possible points, your grade would be a 75 which is a C. Extra credit points also count directly toward your final grade just like regular points do. However, these points are not included in the final grade denominator. For example, let's say that by the end of the semester a possible 5 extra credit points could have been earned. Technically, this means that there was a possible 105 points that students could have earned. However, no matter how many of those extra credit points you earned, the grade is still out of 100, not 105.

- * D.I.R.T. Quizzes on the Readings Due that Day worth 15% of the Final Grade.
- * Final Paper, Worth 25% of the Final Grade, with 5% of the Final Paper Assignment grade being a 5 minute Student Presentation.
- * Midterm and Final Examinations each worth 25% of the Final Grade, for a Total of 50% of the Final Grade.
- * Participation: 10%.

7 Grading Distribution

- ✓ A = 90-100
- ✓ B = 80-89
- ✓ C = 70-79
- ✓ D = 60-69
- ✓ F = 0-59

8 Academic Honesty

Cheating and plagiarism (using someone else's work or ideas without proper citation) will not be tolerated. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, tablets, laptops, digital cameras or electronic devices of any kind (calculators can be utilized if necessary) are banned from all quizzes. Students

using electronic devices during quizzes will fail the assignment. If you are taking a quiz and are found using an electronic device, I will be forced to take your assignment away and you will receive a zero. Of course there are other ways to cheat and all of them will result in the same consequence, complete failure of the assignment. The MSSU policy on Academic Integrity and the plagiarism judicial process is as follows:

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

9 Similarity Detection Software

To prevent and detect plagiarism, I may require students to use similarity detection software (e.g. SafeAssign) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software. When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

10 Special Needs (ADA Statement)

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or Lori Musser, Coordinator of Student Disability Services, at

the Student Success Center (417) 659-3725. Students with special needs should bring their requirements to my attention in the first week of classes. I will make every effort to assist students with special needs. Students dealing with stress-related or other medical issues should visit the Willcoxon Health Center, Billingsly Room 242.

11 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. Participation is worth approximately 10% of your grade. This will be a combination of your personal in-class participation and your participation in *Top Hat Monocle* exercises given during class.

11.1 TopHat Monocle Subscription

TopHat Monocle Software is a digital subscription for students that cost approximately \$20 for the semester. The software allows your professor to: (1) Take attendance each class, (2) Give pop quizzes, and (3) intermittently ask questions throughout lecture. These questions will count toward your participation grade which is worth 10% of your final grade. Each class you will need to have your mobile device ready so that you can answer the questions pertinent to the lecture. I expect that students will not abuse the privilege of using their mobile device during class. The software is intended to make lecture more interactive and fun, not to give students an excuse to text.

The first week of classes I will send each person an email inviting them to access the TopHat Software. When you receive the email please use the subscription code purchased in the bookstore to access and enroll in the course.

12 Course Schedule

12.1 Week 1: August 18 — 22, 2014

12.1.1 ⇒ Tuesday, August 19: Course Introduction

- ★ Course Introduction and Administrative Review.
- ★ Acquire Textbook.
- ★ Acquire Access to Top Hat Monocle Internet Participation Account.

12.1.2 ⇒ Thursday, August 21: What is Comparative Politics?

- ★ Clark, Golder, and Golder (CGG), Preface (pp. xxvii - xxxv).

★ CGG, Chapter 1, Introduction (pp. 1 - 18).²

13 Part One: The Study of Comparative Politics

13.1 Week 2: August 25 — 29, 2014

13.1.1 ⇒ Tuesday, August 26: What is Science? The Scientific Method in Comparative Politics

★ CGG, Chapter 2, What is Science (pp. 19 - 30).

13.1.2 ⇒ Thursday, August 28: What is Science? Continued...

★ CGG, Chapter 2, What is Science (pp. 30 - 47).

13.2 Week 3: September 1 — 5, 2014

13.2.1 ⇒ Tuesday, September 2: What is Politics? Introduction to Comparative Politics

★ CGG, Chapter 3, What is Politics (pp. 49 - 66).

13.2.2 ⇒ Thursday, September 4: What is Politics Continued...

★ CGG, Chapter 3, What is Politics (pp. 66 - 86).

14 Part Two: The Modern Nation State

14.1 Week 4: September 8 — 12, 2014

⇒ Tuesday, September 9: The Origins of the Modern State

★ CGG, Chapter 4, The Origins of the Modern State (pp. 87 - 108).

⇒ Thursday, September 11: State Origins Continued...

★ CGG, Chapter 4, The Origins of the Modern State (pp. 109 - 127).

²The primary textbook by Clark, Golder, and Golder will be referred to as “CGG” for the rest of this syllabus.

14.2 Week 5: September 15 — 19, 2014

14.2.1 ⇒ Tuesday, September 16: Democracy and Dictatorship

- ★ CGG, Chapter 5, Democracy and Dictatorship: Conceptualization and Measurement (pp. 143 - 152).

14.2.2 ⇒ Thursday, September 18: Evaluating the Democracy Measurements

- ★ CGG, Chapter 5, Democracy and Dictatorship: Conceptualization and Measurement (pp. 152 - 170).

14.3 Week 6: September 22 — 26, 2014

14.3.1 ⇒ Tuesday, September 23: Economics, Dictatorships, and Democracy

- ★ CGG, Chapter 6, The Economic Determinants of Democracy and Dictatorship (pp. 171 - 187).

14.3.2 ⇒ Thursday, September 25: More on the Economic Determinants of Dictatorships and Democracy

- ★ CGG, Chapter 6, The Economic Determinants of Democracy and Dictatorship (pp. 188 - 209).

14.4 Week 7: September 29 — October 3, 2014

14.4.1 ⇒ Tuesday, September 30: Culture, Dictatorship, and Democracy

- ★ CGG, Chapter 7, Cultural Determinants of Democracy and Dictatorship (pp. 213 - 229).

14.4.2 ⇒ Thursday, October 2: More on Culture and Democracy

- ★ CGG, Chapter 7, Cultural Determinants of Democracy and Dictatorship (pp. 229 - 259).

14.5 Week 8: October 6 — 10, 2014

14.5.1 ⇒ Tuesday, October 7: Democratic Transitions

- ★ CGG, Chapter 8, Democratic Transitions (pp. 264 - 283).

14.5.2 ⇒ Thursday, October 9: Transition Models

- ★ CGG, Chapter 8, Democratic Transitions (pp. 283 - 307).

14.6 Week 9: October 13 — 17, 2014:

14.6.1 ⇒ Tuesday, October 14: NO CLASS

- ★ No Class, Fall Break!

14.6.2 ⇒ Thursday, October 16: Does Democracy or Dictatorship Matter for Citizen Welfare?

- ★ CGG, Chapter 9, Democracy or Dictatorship: Does it Make a Difference (pp. 325 - 347).

15 Part Three Types of Institutions and Electoral Systems

15.1 Week 10: October 20 — 24, 2013:

15.1.1 ⇒ Tuesday, October 21: Types of Dictatorships

- ★ CGG, Chapter 10, Varieties of Dictatorship (pp. 349 - 384).

15.1.2 ⇒ Thursday, October 23: Selectorate Theory

- ★ CGG, Chapter 10, Varieties of Dictatorship (pp. 384 - 403).

15.2 Week 11: October 27 — 31, 2014:

15.2.1 ⇒ Tuesday, October 28: Problems with Groups Decision Making

- ★ CGG, Chapter 11, Problems with Groups Decision Making (pp. 413 - 421; 424 - 433; 439 - 446).

15.2.2 ⇒ Thursday, October 30: Variations on Democracies

- ★ CGG, Chapter 12, Parliamentary, Presidential, and Semi-Presidential Democracies: Making and Breaking Governments (pp. 456 - 474).

15.3 Week 12: November 3 — 7, 2014:

15.3.1 ⇒ Tuesday, November 4: Models and Types

- ★ CGG, Chapter 12, Parliamentary, Presidential, and Semi-Presidential Democracies: Making and Breaking Governments (pp. 474 - 492).

15.3.2 ⇒ Thursday, November 6: Duration and Survival

- ★ CGG, Chapter 12, Parliamentary, Presidential, and Semi-Presidential Democracies: Making and Breaking Governments (pp. 492 - 512).

15.4 Week 13 November 10 — 14, 2014: Principal-Agent and Delegation Problems

15.4.1 ⇒ Tuesday, November 11: PA and Delegation Problems

- ★ CGG, Chapter 12, Parliamentary, Presidential, and Semi-Presidential Democracies: Making and Breaking Governments (pp. 512 - 525).

15.4.2 ⇒ Thursday, November 13: Electoral Systems (Majoritarian Systems)

- ★ CGG, Chapter 13, Elections and Electoral Systems (pp. 535 - 554).

15.5 Week 14: November 17 — 21, 2014:

15.5.1 ⇒ Tuesday, November 18: Two Round Systems

- ★ CGG, Chapter 13, Elections and Electoral Systems (pp. 554 - 564).

15.5.2 ⇒ Thursday, November 20: Proportional Electoral Systems

- ★ CGG, Chapter 13, Elections and Electoral Systems (pp. 564 - 582).

15.6 Week 15: November 24 — 28, 2014:

15.6.1 ⇒ Tuesday, November 25: Mixed Electoral Systems

- ★ CGG, Chapter 13, Elections and Electoral Systems (pp. 583 - 597).

15.6.2 ⇒ Thursday, November 27: THANKSGIVING BREAK NO CLASS

- ★ Thanksgiving Break, No Class.

15.7 Week 16: December 1 — 5, 2014:

15.7.1 ⇒ Tuesday, December 2: Final Presentations

- ★ Student Presentation, Day 1.

15.7.2 ⇒ Thursday, December 4: Final Presentations

- ★ Student Presentations, Day 2.

15.8 Week 17: May 5 — 9, 2014

15.8.1 ⇒ Final Exam Week

- ★ **Official Test Time:** Tuesday, December 9, 11:00 am - 1:00 pm. The midterm and final exam will be open-book and taken on Blackboard. The Exam Due Dates will be announced later in the course.

16 Final Research Paper

Each student will choose a country and identify what they believe is the largest problem facing that nation today. Based on initial research, students are required to develop a series of questions pertaining to the problem they have identified within their chosen nation-state - I suggest 2 to 3 important questions regarding your topic. Once these questions are identified, students will develop a thesis or set of hypotheses (answers) regarding the questions they have identified. In order to develop answers to the identified questions, students will need to research the political landscape within that country in great detail. This research project is designed to be an in-depth case study of a nation-state's significant obstacles, using research on its political institutions, electoral system, political economy, and political culture. The paper should be broken up into the following sections.

16.1 Primary Research Question(s) (About 1-2 Pages)

Choose a nation-state from around the world. You may choose any country you find interesting, *except the United States*. Your choice depends on what topic interests you most. For example, if you are interested in political economy, you may want to choose a developing nation that is facing significant economic obstacles (e.g. India or Vietnam). If you are interested in revolution or political movements, you may want to choose a country in the midst of a revolution or political uprising (e.g. Egypt or Libya). If you are interested in constitutional reform or political institutions, you may want to choose a country that is currently revising their political system (e.g. Zimbabwe or South Sudan). If you are interested in immigration policy, you may want to choose a country that is having a debate about legal or illegal immigration (e.g. France, Germany, or Italy).

The first section of the paper will outline the country you have chosen, the political challenges/questions you have identified, and a brief history of the origins and circumstances surrounding your topic. Try to frame your questions such that they can be answered. In posing the questions, you should already have a pretty good idea of what a reasonable answer might look like. Also, provide a context for your questions. Explain the significance or importance of the questions you have chosen.

16.2 Thesis and/or Hypotheses (About 1-2 Pages)

Once you have identified a country and a set of political challenges, you will need to develop a working thesis or set of hypotheses to answer the questions you have posed. Ask yourself: what am I trying to explain or claim? Be sure you state your central claim(s) in specific terms and that you explain it (them) in enough detail that a reader can follow it (them). Think of your thesis(es) as answers to your questions. In order to answer your question(s) you will need to draw heavily on course material and scholarly research.

16.2.1 Example

Let's say you are interested in the conflict in Darfur, and you conclude that the issues you wish to address include the nature, causes, and effects of the conflict, and the international response. While you could address the issue of international response first, it makes the most sense to start with a description of the conflict, followed by an exploration of the causes, effects, and then to discuss the international response and what more could/should be done.

This hypothetical example may lead to the following title, introduction, and statement of questions:

Conflict in Darfur: Causes, Consequences, and International Response

This paper examines the conflict in Darfur, Sudan. It is organized around the following questions: (1) What is the nature of the conflict in Darfur? (2) What are the causes and effects of the conflict? (3) What has the international community done to address it, and what more could/should it do?

Following the section that presents your questions and background, you will offer a set of responses/answers/(hypo)theses. They should follow the order of the questions. This might look something like this, "The paper argues/contends/ maintains/seeks to develop the position that...etc." The most important thing you can do in this section is to present as clearly as possible your best thinking on the subject matter guided by course material and research. As you proceed through the research process, your thinking about the issues/questions will become more nuanced, complex, and refined. The statement of your theses will reflect this as you move forward in the research process.

So, looking to our hypothetical example on Darfur:

The current conflict in Darfur goes back more than a decade and consists of fighting between government-supported troops and residents of Darfur. The causes of the conflict include x, y, and z. The effects of the conflict have been a, b, and c. The international community has done 0, and it should do 1, 2, and 3.

Once you have setup your thesis you will be ready to begin amassing supporting evidence for you claims. This is a very important part of the research paper, as you will provide the substance to defend your thesis.

16.3 Presenting the Evidence (About 5-6 Pages)

In the final section of the research paper you will use course material and outside research to present a detailed case for your theses. You will outline each of your arguments and use scholarly articles to present the reader with your case study. For example, let's say you are trying to explain why Germany and France are having trouble with legal and illegal immigration. You might want to discuss the political institutions of the European Union (i.e. the Schengen Area). You might want to discuss the political economy of immigration and the economic consequences. But remember to discuss these concepts in the context of your theses statements. This is the section where you integrate course material in your task of answering your identified questions.

16.4 Conclusion (About 1-2 Paragraphs)

In this section you will bring the paper to a close and reiterate your most important points. The conclusion should be brief and discuss the major aspects of the research paper. You may also want to discuss the future of the topic and your country.

16.4.1 Citations

All direct quotes, paraphrased text, and ideas must be cited in your paper. As a general rule, if you got an idea from somewhere, you should cite the source. I have given you several examples of the American Political Science Association Citation Style in this syllabus. The References section gives examples of how to cite books and journal articles. The Course Description section gives examples of how to do use "in-text" citations. You may also use footnotes or endnotes, but your paper must follow a professional citation style (APSA, APA, MLA, Chicago, etc.). Instructions on how to use these styles can be found at the University Library web-site at: http://library.buffalo.edu/asl/tutorials/citing_stylemanual.html or here at <http://dept.lamar.edu/polisci/DRURY/drury.html>.

Your paper needs to cite a minimum of 8 different sources from a peer-reviewed academic journals. Other sources can include relevant newspaper articles and books. **Wikipedia is not an OK citation, DO NOT CITE Wiki in you bibliography!** Moreover, do not use information from *Wikipedia* and fail to cite it; it will become apparent that you used this source when I look at your SafeAssign report. Citing a Wiki will result is loss of points on this assignment. *Wikipedia* is an OK place to look for ideas, but you should follow up with original sources.

16.4.2 Paper Format

All papers must follow these strict formatting guidelines. Your grade will be impacted if you do not follow these standards.

- ✓ The paper should be 7-10 pages, with No more than 10 double spaced pages of text (not including your endnotes or reference sheet).
- ✓ Times New Roman, 12 Point Font.
- ✓ 1 inch margins top and bottom.
- ✓ 1 inch margins left and right.
- ✓ Minimal grammatical and spelling errors (no internet/texting slang please).
- ✓ The paper is segmented into the appropriate sections.

The last bullet is important. I want the paper to be broken up into each question/section listed above, just like this syllabus is broken-up into sections. In addition, all papers should be edited for appropriate spelling and grammar. Formatting, grammar, and spelling count toward your grade.

References

Clark, William Roberts, Matt Golder and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics, 2nd Edition*. Thousand Oaks, California: CQ Press.