

## POL 221D: Comparative Politics

**Our TopHat Join Code is 320111**

3 credit hours

Wednesdays and Fridays, 1:15pm-2:35pm

Harrison 304

**Instructor:** Keith A. Preble, PhD

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**Phone:** (513) 529-0521

**Office:** Harrison 120

**Office Hours:**

M, T, W, & F:

10:30am-11:30am or *by*

*appointment* via Calendly:

[https://calendly.com/dr\\_keithpreble/15-minute-meeting](https://calendly.com/dr_keithpreble/15-minute-meeting)

### Course Description:

Comparative politics involves understanding similarities and differences to political phenomena by seeking to understanding within-country and cross-national (or between-country) differences (sometimes we also compare regions, too). Such comparisons are done systematically to understand how political systems and other political features develop within a single country or why and how differences between countries, especially when those countries are either very similar or very different along one or more features or variables. This course provides a broad overview of the subfield by exploring the main areas of study common in comparative politics, such as state building, nationalism, democratization, democratic backsliding, protests and social movements, elections, and political institutions. While we cannot cover and learn about *every country* in a single semester, we will explore these main areas by studying politics and events in countries in North and South America, Europe, Asia, and Africa.

### Learning Outcomes for All Undergraduate Majors in the Department of Political Science:

1. Our majors will be able to define and explain political science concepts, theories and approaches.
2. Our majors will demonstrate skill in evidence-based reasoning from identifying the appropriate data or evidence necessary to construct a convincing argument to constructing and communicating that argument.
3. Our majors will be able to identify the appropriate methodology, design and analysis for a given problem and understand the ethical components of research choices.
4. Our majors will be able to apply political science knowledge to contemporary political issues and problems and be able to identify and evaluate alternative political science-based solutions.
5. Our majors will be able to formulate, propose and advocate possibilities for positive change in democratic society as engaged and informed citizens.

## Course Specific Objectives:

- Students should develop and be able to employ and utilize the comparative method (broadly defined) to study political phenomena within the comparative politics subfield.
- Students should become familiar with the major cases associated with different phenomena in comparative politics and the major authors and ideas of those cases, especially cases beyond the US experience.
- Students should develop a concept of politics beyond their own personal experiences and environs and be able to compare political processes/events of their own countries to those under study in this course.
- Students will learn how the study of comparative politics differs from international relations while also appreciating those concepts and debates where the two subfields overlap, complement, and work with or in opposition to one another.
- Students should develop an understanding that many of the political phenomena under study in this course are not studied in isolation but have impacts on other phenomena (for example: democracy and development; war and state-building).

## Required Materials:

- Students should purchase a license for **TopHat**. If you have purchased it for another course this semester, you do not need to pay again.
  - *Our TopHat Join Code is **320111**.*
  - **TopHat** has a two-week trial period for new users. Please be sure you buy a full license before the two-week trial period ends.
- I will provide all readings to students in the form of pdf's or, in some cases, links to open access materials from the library. No textbooks or books need to be purchased for the course.

## Syllabus Changes:

Please note that I may adapt and change the readings as politics in the 'real world' emerge (like the coup ongoing in Niger).

## Course Assessments

The following items will be used to assess your grade in the course:

- **TopHat Attendance** (15%): Each class meeting is worth 4 points. I will permit **three "no questions asked" unexcused absences** during the course (please note that this does not apply to the midterm exam on Wednesday, October 18). *See attendance policy later in the syllabus for more details.*
  - *Our TopHat Join Code is **320111**.*
- **TopHat In-Class Quizzes and Reading Checks** (25%): Each numbered class meeting contains **40 points** of TopHat activities, which can range from quizzes, brainstorming, group activities, and reflections. There are a maximum of 1,000 points that can be

earned (40 points per session \* 25 sessions). I typically start each lecture with 3-4 questions on previous lectures and/or readings as well as additional questions on the current lecture. There are also reflections, brainstorming activities, and discussions.

- **Note on TopHat Activities:** TopHat activities and quizzes are weighted: 85% of your score comes from participation; the remaining 15% comes from the correctness of your answer when it applies. For reflections and other activities for which there's no "right answer," 100% of your score comes from engagement and participation. Please be sure you guess even if you haven't done the reading as guessing gets you 85% of the days points whereas not answering at all gets you 0%.
- *Our TopHat Join Code is **320111**.*
- **Simulation Activities and Debriefs (30%):** Throughout the semester we will do a series of interactive, active learning assignments. Some will take place in class while others will start in class and require a small investment of your time out of class. These activities will require an output (to be determined) with both individual and group grades.
  - **Political Culture** – When is it okay to yell and insult your colleagues? Comparing Australian and US Political Culture
  - **Democratizing the Persian Gulf** – Building off lectures, students will work in teams to develop a plan to promote democracy in the Persian Gulf.
  - **Constructing a Third Party** – Some analysts argue that the US is ripe for a third party or some kind of proportional representation. In groups, work to develop a new political party. How does your party compare to existing US parties and/or political parties in other states we have studied?
  - **Constitutions in Authoritarian Contexts** – Groups will examine a constitution in an authoritarian state and compare it to a nearby democracy.
  - **Practicing Patronage Politics** – Building off our activity where you constructed your "third party," how would you curry favor with the electorate to gain their support?
  - **Weapons of the weak** – Building off our lectures and readings on contentious politics, develop a repertoire of weapons of the weak you could employ at your university to fight back against a policy you dislike.
- **Final Exam (30%):** The final exam in the course will take place during the Final Exam period.

## Extra Credit Activities

There will be extra credit activity posted to Canvas during the semester; students may earn a maximum of 200 points (no points will be awarded in excess of 200). Extra credit activities are divided into two areas:

1. There will be four **activities** that students can complete outside of class worth 25 points. These are very short, structured assignments that students can complete during the

semester; please make sure you complete these assignments by the due dates indicated on Canvas.

2. The remaining 100 points students can earn by attending in-person and online seminars and webinars and other activities as posted. These are posted as I learn about/encounter them. If you attend an event, all you do is upload/type out a short summary (150 words or so) of what you learned and how it applies to our class and upload to Canvas.

Extra credit points are calculated at the end of the semester and then divided by 100. These points (a maximum of 2) will be added **to your final grade in the course**. Extra credit points do not count toward your mid-semester grade (like what you receive on your progress report).

For example: if you had completed 160 extra credit points, you would receive 1.6 points toward your final grade. If your final grade is an 88.6, you would receive a 90.2, meaning that you would receive an A- rather than a B+.

## Semester Activities and Reading Schedule

*Note that some readings are for an entire week while some are for single class sessions.*

All readings are either:

- **On Canvas** – mainly PDFs of academic journal articles or other paywalled content.
- **Library's Web Site:** The university library along with Ohiolink and area schools have access to thousands of electronic books; you should be able to click the links in the document, sign in with your Miami credentials and access the readings indicated. *Please contact me if you have trouble accessing a particular resource.*

### 0: Wednesday, August 30 – Introduction to Comparative Politics

- No reading
- Introduction to the course and assessments
- In-class activity: **Comparing Oranges to Oranges and Apples to Oranges**

### 1: Friday, September 1: **State and state-making in comparative politics**

- **Cases:** *Vietnam, Afghanistan*
- Brian D. Taylor and Roxana Botea (2008). "Tilly Tally: War-Making and State-Making in the Contemporary Third World." *International Studies Review* 10(1): pp. 27-56.
- Hendrik Spruyt (2002). "Origins, Development, and Possible Decline of the Modern States," *Annual Review of Political Science* 5: 127-49.

### 2: Wednesday, September 6: **Failed States, Fragile States, and New Configurations**

- **Cases:** *European Union, Somalia*
- Vanda Felbab-Brown (2023). "Somalia's challenges in 2023." *Brookings Institution: Commentary*. <https://www.brookings.edu/articles/somalias-challenges-in-2023/>

- Tim Glawion, Lotje de Vries, and Andreas Mehler (2018). "Handle with care! A Qualitative Comparison of the Fragile States Index's Bottom Three Countries: Central African Republic, Somalia, and South Sudan." *Development and Change* 50(2): 277-296.
- William Wallace (1999). "The Sharing of Sovereignty: The European Paradox." *Political Studies*, pp. 503-21.

*Optional:*

- Robert I. Rotberg (2016). *When States Fail: Causes and Consequences*, "Chapter 1: Failed States, Collapsed States, Weak States: Causes and Indicators," pp. 1-24.
- Robert Keohane (2002). "Ironies of sovereignty: the European Union and the United States." *Journal of Common Market Studies* 40(4): 743-65.

### 3: Friday, September 8: **Political culture**

- **Cases:** *China, United States*
- Yanjie Ban (2019). *Guanxi, How China Works*. Polity Press, pp. 168-190
- Christopher H. Achen and Larry M. Bartels (2016). *Democracy for realists: why elections do not produce responsive government*, Chapter 3 (Tumbling Down), pp. 52-85.
- **Video:** Booknotes, "Robert Putnam: Bowling Alone." Watch from the start to 3min and 30 seconds: <https://www.c-span.org/video/?159499-1/bowling-alone> or read that section in the transcript on Canvas.

### 4 & 5: Wednesday, September 13 & Friday, September 15: **Democracy and Democratic Backsliding**

- **Cases:** *Malaysia, "Western" countries*
- Bunce, Valerie (2001). "Democratization and economic reform." *Annual Review of Political Science* 4: 43-65.
- Seymour Lipset (1994). "The social requisites of democracy revisited." *American Sociological Review* 59(1): 1-22.
- Pippa Norris (2017). "Is Western democracy backsliding? Diagnosing the risks." *Journal of Democracy* 28(2), pp. 1-19.
- Meredith Weiss (2022). "Is Malaysian democracy backsliding, or merely staying put?" *Asian Journal of Comparative Politics*.
- **Video:** *New York Times – The Interpreter* (2018). "Is there something wrong with democracy?" <https://www.youtube.com/watch?v=qdK5uK7B0Lo>

### 6 & 7: Wednesday, September 20 & Friday, September 22: **Autocracies and Democratic Backsliding**

- **Cases:** *Arab Monarchies in the Persian Gulf; North Korea*
- Kapstein, Ethan B. and Nathan Converse. 2008. "Why democracies fail." *Journal of Democracy* 19(4), pp. 57-68.
- Andreas Schedler (1998). "What is democratic consolidation?" *Journal of Democracy* 9(2): 1998. Read pp. 91-105.
- Sean L. Yom and F. Gregory Gause III (2012). "Resilient Royals: How Arab Monarchies Hang on." *Journal of Democracy* 23, pp. 74-87.

- Wonjun Song and Joseph Wright (2018). "The North Korean Autocracy in Comparative Perspective." *Journal of East Asian Studies* 18(2018): pp. 157-80.

#### 8 & 9: Wednesday, September 27 & Friday, September 29: **Executive and Legislative Power**

- **Cases:** *France, Italy, African democracies*
- Joel D. Barkan (2009). "African Legislatures and the 'Third Wave' of Democratization." *Legislative Power in Emerging African Democracies*. Lynne Rienner Publishers, pp. 1-23 (Skim the remainder of the chapter).
- Kathleen A. Bratton (2005). "Critical Mass Theory Revisited: The Behavior and Success of Token Women in State Legislatures." *Politics and Gender* 1(1): pp. 97-125.
- Helen Drank and Alistair Cole (2021). *Development in French Politics* 6, Chapter 2 ("Can the French Presidency Survive? Political Leadership in Crisis," pp. 19-36.
- Gianfranco Pasquino (2019). "The state of the Italian Republic." *Contemporary Italian Politics*, pp. 195-204.

#### 10 & 11: Wednesday, October 4 & Friday, October 6: **Political Parties**

- **Cases:** *Malaysia, Japan, Germany, United States*
- Ethan Scheiner (2006). *Democracy without Competition in Japan: Opposition Failure in a One-Party Dominant State*. Read: "Introduction: The Puzzle of Party Competition Failure in Japan," pp. 1-6.
- Meredith Weiss (2020). *Party Machines and Grassroot Politics in Southeast Asia*, Chapter 1.
- Claire Greenstein and Brandon Tensley (2017). "[Why does Germany have boring politics?](#)" *Foreign Affairs*.
- Seth Masket and Hans Noel. *Political Parties*, Chapter 1: "You can't understand politics without understanding parties," pp. 1-16.

#### 12: Wednesday, October 11: **Political Participation and Elections**

- **Cases:** *Switzerland*
- Pippa Norris (1997). "Choosing electoral systems: proportional, majoritarian, and mixed systems." *International Political Science Review* 18(3): 297-312.
- Andrea Kendall-Taylor and Erica Franz (2016). "How democracies fall apart: why populism is a pathway to autocracy." *Foreign Affairs*.
- Micha Germann and Uwe Serdult (2017). "Internet voting and turnout: evidence from Switzerland." *Electoral Studies* 47: pp. 1-12.

#### 13: Friday, October 13: **FALL BREAK – NO CLASS – ENJOY THE LONG WEEKEND!**

#### 14: Wednesday, October 18 & Friday, October 20: **The media: press, social, and internet**

- **Cases:** *China, Italy*
- Min Jiang (2010). "Authoritarian Informationalism: China's Approach to Internet Sovereignty." *SAIS Review of International Affairs* 30(2): pp. 71-89.

- Donatella Campus (2010). "Mediatization and Personalization of Politics in Italy and France: The Cases of Berlusconi and Sarkozy." *International Journal of Press/Politics* 15(2), pp. 219-35.

#### 15 & 16: Wednesday, October 25 & Friday, October 27: **Courts and Constitutions**

- US Constitution (1789).
- Choose a constitution from the list to read/skim/peruse (many of these documents are long, but just focus on the preamble and skim a few sections).
- Peter VonDoepp (2009). *Judicial Politics in New Democracies: Cases from Southern Africa*. Lynne Rienner Publishers, Introduction, pp. 1-14.
- Tom Ginsburg, James Melton, and Zachary Elkins (2010). *The Endurance of National Constitutions*, Law School, University of Chicago, Introduction, pp. 1-11.
- Fiona Shen-Bayh (2018). "Strategies of repression: judicial and extrajudicial methods of autocratic survival." *World Politics* 70: pp. 321-39; 346-50 (skim sections not assigned, review charts/figures).

#### 17 & 18: Wednesday, November 1 & Friday, November 3: **Political Violence – Coups, Revolutions, Rebellions, & Terrorism**

##### **Cases: Niger**

- Jack Goldstone (2013). *Revolutions: A Very Short Introduction*. Chapter 2, 'What causes revolutions?' Access through MU Library catalog: <https://academic-oup-com.proxy.lib.miamioh.edu/book/28409/chapter-abstract/228830631>
- Aaron Beklin and Evan Schofer (2003). "Toward a structural understanding of coup risk." *Journal of Conflict Resolution* 47(5): 594-620.
- Nakissa P. Jahanbani and Charmaine N. Willis (2019). "The ballot or the bomb belt: the roots of female suicide terrorism before and after 9/11." *Small Wars & Insurgencies* 30(6-7): 1117-1129; skim the middle; 1139-1141.
- Gary Bass (2006). "What really causes civil war?" *Idea Lab – New York Times*: [https://www.nytimes.com/2006/08/13/magazine/13wwln\\_idealab.html](https://www.nytimes.com/2006/08/13/magazine/13wwln_idealab.html)
- Martha Crenshaw (2011). "Introduction: definitions, approaches, responses, and trajectories." *Explaining Terrorism*, pp. 1-18.
- Miriam Berger (2023). "What is happening in Niger, and how could the coup there affect the region?" *Washington Post*: <https://www.washingtonpost.com/world/2023/08/08/niger-coup-wagner-islamist-extremism-france-united-states/>

##### **Optional:**

- Michael Ross (2004). "What do we know about natural resources and civil war?" *Journal of Peace Research* 41(3): 337-56.

#### 19: Wednesday, November 8: **Nations and nationalism**

- **Cases: China, United Kingdom**
- Emma Bell (2021). "Post-Brexit nationalism: challenging the British political tradition?" *Journal of Contemporary European Studies* 29(3): 351-67.

- Benedict Anderson (1933/2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso Books. Skim pp. 1-4; Read pp. 5-7; pp. 37-46.
- Chuyu Liu and Xiao Ma (2018). "Popular Threats and Nationalistic Propaganda: Political Logic of China's Patriotic Campaign." *Security Studies* Vol. 27, No. 4, pp. 633-664.

#### 20: Friday, November 10: **Bureaucracies, Neopatrimonialism, and Social Networks**

- **Cases:** *Southeast Asia, Africa*
- Max Weber (1922). *Economy and Sociology*. Selections (I'll add this later in the semester)
- Ian Taylor (2018). *African Politics: A Very Short Introduction*, "[Chapter 4: The Primacy of Patronage Politics](#)." pp. 44-55 (Access through MU Library web site)
- Diana Kim (2020). [Empires of Vice: the rise of opium prohibition across Southeast Asia](#). Chapter 1, pp. 3-27. (Access through library's web site)

#### 21: Wednesday, November 15: **Political Economy – Where did capitalism come from?**

- **Cases:** *United Kingdom*
- James Fulcher (2015). "[What is capitalism?](#)" *Capitalism: A Very Short Introduction*. Oxford University Press, Chapter 1, pp. 1-17. (Access through library's web site by clicking on the title)
- David Garland (2014). *The Welfare State: A Very Short Introduction*. Read Chapter 5 (Varieties), pp. 59-80.
- Gabriel Almond. 1991. "Capitalism and Democracy." *PS: Political Science and Politics* 24(3), pp. 467-74.
- Peter Hall and David Soskice (2001). *Varieties of Capitalism* (2001). Read Introduction, pp. 1-21.

#### 22: Friday, November 17: **Political Economy – Economic Development, Industrialization and Trade**

- **Cases:** *South Korea, Paraguay, Peru, Chile, and Uruguay*
- Alice Amsden (1989). [Asia's Next Giant](#). New York: Oxford University Press. Chapter 1, pp. 3-23. (Click the title to access through the library's web site)
- Andreas E. Feldmann and Juan Pablo Luno (2023). "Criminal politics and Botched development in Contemporary Latin America." *Elements in Politics of Development*. Read pp. 1-4, 13-16, 39-47, and Section 4.3.

0: Wednesday, November 22 – THANKSGIVING BREAK – NO CLASS 🍁

0: Friday, November 24 – THANKSGIVING BREAK – NO CLASS 🍁

#### 23: Wednesday, November 29 & Friday, December 1: **Interest Groups and Clientelism**

- **Cases:** *Zambia, Southeast Asian countries*
- Allen Hicken (2011). "Clientelism." *Annual Review of Political Science* 14, 289-310.
- Lise Rakner (1994). "Do interest groups matter in economic policy-making?" Working Paper. Chr. Michelsen Institute, Development Studies and Human Rights, Norway, pp. 1-16.



24: Wednesday, December 6: **Contentious Politics and Social Movements**

- **Cases:** *South Korea, United States, Eastern Europe*
- Injeong Hwang and Charmane N. Willis (2020). "Protest by candlelight: a comparative analysis of candlelight vigils in South Korea." *Journal of Civil Society* 16(3): 260-272.
- James C. Scott (1987). *Weapons of the Weak: Everyday forms of Peasant Resistance*. Yale University Press. Read selections.
- Sharon Barnartt and Richard Scotch (2002). *Disability Protests: Contentious Politics 1970-1999*. Gallaudet University Press, Introduction, pp. xi-xxi (11-21).

25: Friday, December 8: **Final Exam Review**

- ***I'll go over the final exam, we'll review concepts and material, and I'll answer any questions you may have.*** Please note that the final exam *is not cumulative* and covers classes 13-24. Do note, however, that there are some concepts/terms that carry over throughout the course, especially democracy and economic concept.

## COURSE POLICIES

### Academic Accommodations

Students who work with Student Disability Services and have academic accommodations should communicate those to the instructor as soon as possible.

SDS web site: <https://miamioh.edu/student-life/sds/>

### Academic Integrity

Students must do their own work; there should be **no collaboration** on any assignments unless indicated/permitted by the professor. The university policy on academic integrity can be found here, and students are expected to understand and comply with all of its provisions:

<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>

Please note that all violations of academic integrity will be reported to the Office of Academic Integrity. Academic integrity consists of cheating, plagiarizing, multiple submissions (submitting an assignment for this course that you also submitted in another), fabrication, misrepresentation, and unfair advantage.

All work you submit should be **in your own words**. In other words, you should *never ever copy from the textbooks, lecture slides (these are my creations and words), or other materials (case documents, online searches, etc.)*. Parroting back and copying concepts word for word in a textbook, lecture slides, or other source not only does not demonstrate understanding, but you have now engaged in academic dishonesty by using someone else's academic contribution and creation as your own.

Students often assume that if they copy something from a source without using direct quotation marks and cite it that they have not violated academic integrity. **This is wrong**. Also, changing a handful of words is also not sufficient, either. Paraphrasing and summarizing are required in all assignments you submit this course. *If you are unsure if you are following the rules of academic integrity in your written work, you should come talk to me or seek out writing help on campus:*

“Students are responsible for knowing and understanding these standards; misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic dishonesty. If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor of the course, the department chair/program director, the academic dean in the appropriate division, or the Assistant Director for Academic Integrity in order to maintain the highest standards of academic integrity.”

- <https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>

## Attendance Policy

Students are expected to attend each session. Attendance will be collected via TopHat, and you will earn **4 points** for each class that you attend (for a total of 100 points = “A” in attendance). I will provide each student with **three “no questions asked” unexcused absences that forgives both your absence and the TopHat activities for that day.** Unexcused absences are meant to cover unexpected events that occur both beyond your control as well as due to choices you make but are not serious enough to necessitate missing class. Some examples: job interviews, meeting with your academic adviser, leaving early for the weekend, going on a family vacation, oversleeping, taking make-up exams, and doing papers/homework due in another class, it’s raining or snowing out and the university has not closed, and so on.

**Absences will be excused** for serious issues beyond your control, such as: illnesses that necessitate going to student health/urgent care and hospital stays (for which you need doctor’s notes),<sup>1</sup> deaths in the family,<sup>2</sup> elder and childcare responsibilities,<sup>3</sup> or other extenuating circumstances beyond your control. All excused absences will be evaluated on a case-by-case basis as needed. Continual absences from class may necessitate me removing you from the course, so please communicate throughout the semester.

**Religious holidays are always excused.** If your attendance and participation is impacted, please let me know so we can work out arrangements for make-up assignments.

**I’ll also excuse absences for:** athletics and university sanctioned extracurriculars. If these apply to you, please make sure you provide a letter from the Athletics Program you participate in and/or club/activity.

**One last point:** if you have the flu, COVID-19, RSV or something you can pass to others in the class or me, please stay home, go to student health or urgent care, and get checked out so you can get better and minimize the impact of absences on your final grade and ability to prepare for the midterm and final.

### *University Guidelines on Attendance*

First, please familiarize yourself with the University’s general policy on attendance:

- [The only University-recognized absences are religious holidays.](#) If you are impacted by religious holidays, please email the instructor as soon as you can that you will be absent so that they can help you with making up material, etc.
- [According to the handbook,](#) “it is the student’s responsibility to negotiate specific arrangements with individual instructors about any absences. The Senate also recognizes the fundamental value of extra-and co-curricular activities and their significance in

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<sup>1</sup> Do your best to get a doctor’s note. Student health on campus and the hospital down the street are good about providing them.

<sup>2</sup> I don’t require documentation for funerals/deaths in the family. If someone passes away in your family and you need to be away, a short email letting me know is sufficient.

<sup>3</sup> Just a short email explaining your absence – no documentation or photos are needed.

students' overall educational experience. Instructors should recognize that participation in such activities is an integral part of students' education and helps to fulfill the comprehensive mission of the University." As the handbook notes, "faculty, student groups and organizations, and the University athletic coaching staff be sensitive to the academic needs of students and the need for students to comply with the attendance policies in their respective courses."

- [According to the student handbook](#), "faculty are strongly encouraged to work with students who miss class due to a death in the family, serious illness or other critical circumstance. Students needing assistance regarding absences due to death, illness or other critical circumstance should contact the Office of the Dean of Students." *If these issues impact you, please let me know. Attendance policies in our course are meant to encourage engagement and participation and provide consistency and fairness to everyone in the course.*

Second, here are course specific guidelines:

- Students **are never penalized for missing class for illness or other legitimate issues/problems that may arise**. *Just be communicative and responsive to emails and let me know what's going on.*
- You should do your best to provide documentation and/or explain your attendance issues to the professor as soon as they arise via email for medical issues, before/after class, and/or during office hours. Excessive absences, however, may not be excused, and you may be dropped from the roster (see below).
- Per Miami University guidelines, I may remove you from the course if you have excessive and consecutive absences without being notified by you or I feel that you are unlikely to pass the course. *If you get sidelined by illness or injury, please do your best to reach out as soon as you can (you can leave messages on my office phone, which are emailed to me if you can't get to a computer or access your email).*
- Vacations, trips, and other non-sanctioned university activities without prior discussion with the professor are not excusable and will likely impact your final grade. You are free to do these things, but just be aware that they will have an impact on your grade, especially if your attendance continues to remain poor.
- *Lastly, students who attend class regularly do better. It will be difficult to pass the midterm and final exam without attending regularly. This is not a class that you can attend at your leisure or just show up for the exams; you won't pass and will likely be removed from the course.*

## Canvas

*The midterm and final exam take place in class.* Extra credit activities should be uploaded to Canvas (do not email them to me; I won't grade emailed work).

## Classroom Conduct

Students should come to course highly engaged and active in our learning environment. While politics is at times a contentious and controversial subject, students should maintain the highest

level of civility, professionalism, and respect for one another and the professor in the class regardless of differences of opinions. This class will require sophisticated arguments and critical thinking, I expect that students will use these skills to develop their own opinions and express their own thinking.

### COVID-19 Policies

COVID-19 has not disappeared and may come in waves and cycles throughout the year (along with the flu, RSV, and a host of other respiratory illnesses). Please adhere to any university regulations regarding masks and vaccines. I have no objections or concerns with students wearing masks in class even when they are not required. I just ask that you please make an effort to speak up and speak clearly as I have some hearing loss in both ears and will be unable to compensate by reading your lips.

If you become infected with COVID-19 (or any other communicable disease you could pass onto others in class), please follow established university guidelines. No student should come to class if they have COVID-19, flu, or other communicable illness. If you have a medical diagnosis, a make-up opportunity is almost guaranteed; please do not risk coming to class and infecting me or your classmates if you are ill. Please contact me as soon as you can if you miss an exam or other important activity.

If you anticipate missing more than 1 class session, please do your best to secure a doctor's note indicating how long you must remain quarantined or out of the classroom. I ask this not because of a lack of trust but to ensure that I can help you get caught up and do not fall behind (as well as making sure that you are okay and not in any danger).

### Grading

A+: 97-100

B+: 87-89

C+: 77-79

D+: 67-69

F: 59 and below

A: 93-96

B: 83-86

C: 73-76

D: 63-66

A-: 90-92

B-: 80-82

C-: 70-72

D-: 60-62

### Make-Up Policy

- 1. Students are always responsible for reaching out to initiate a make-up on the midterm or final exam.**
2. Please note that make-up opportunities are not guaranteed except in the case of religious holidays. All other situations will be evaluated on a case-by-case basis.
3. Make-up exams, when offered, must be completed within 2 weeks of the exam date. Make-up exams cannot take place during class; you will need to take the make-up exam during office hours or at a time amenable to both the instructor and student.
4. A late penalty (see below) may apply for not showing up for an exam.

5. If a make-up exam cannot be given and/or the student does not provide proper evidence or reason for missing it, the student will receive a zero.
6. No student will ever be penalized for missing an exam because of a religious holiday, severe illness, death in the family, elder/childcare responsibilities or any other issue beyond the student's control.
7. Make-ups for TopHat quizzes/activities follow the same rules for midterm and final exam.

### Late Penalties

Students earn points from TopHat via attendance and participating in class. If you do not come to class, you can't earn the points. No make-ups will be provided except in situations where students are absent due to religious holidays or because other extenuating circumstances.

**If you miss the midterm or final exam and are unable to provide documentation or meet the requirements for an excused absence, you may incur a 15-point on your final score for either the midterm or final exam.**

### Title IX: Confidentiality and Responsible Employee Statement

Miami University faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. Miami University strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct. You may contact the Deputy Title IX Coordinator at [titleix@miamoh.edu](mailto:titleix@miamoh.edu) or learn more by visiting <https://www.miamioh.edu/student-life/office-of-dean/support-services/title-ix/index.html>.

Please be aware that under Title IX of the Education Amendments of 1972, **I am required to disclose information about such misconduct to the Deputy Title IX Coordinator** (for sexual misconduct involving students) **and to the Title IX Coordinator** (for sexual misconduct involving faculty and staff). Title IX Coordinators will reach out to offer information on resources, rights, and procedural options after receiving a report.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Student Counseling Service at 513-529-4634 to schedule an appointment. For more information about reporting options and resources at Miami University and in the community, please visit <https://www.miamioh.edu/campus-safety/sexual-assault/resource-guide/index.html>.

### Writing Center

If you need help with your writing, please reach out to the Howe Writing Center for assistance. This should not be a problem in this course as there are no major writing assignments. However, you should feel free to utilize the writing center for your other classes as needed.