

Course Title

Course code: POS 102

Term and year: SPRING 2021

Day and time: Tuesdays 14:45-16:00

Instructor: Jacob Maze

Instructor contact: jacob.maze@aauni.edu

Consultation hours: 15 minutes before and after class, or by appointment.

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	POS 101
Contact hours	42 hours	Course type	BA IRD Required

1. Course Description

This course aims to help students understand and explain political outcomes, processes and systems through the lenses of main theoretical approaches in political science such as rational choice theory, game theory, the institutional approach (historical institutionalism, neo and new institutionalism), Marxist and structuralist approaches, as well as cultural perspectives. The comparative method is emphasized throughout the course while the readings cover phenomena ranging from revolutions, political protests, democratization, electoral politics, state formation and social policies. Additionally, students will be introduced to EU-based data featuring public opinion of institutions.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Understand the main institutionalist approaches used in political science
- Compare and contrast, critically assess the weaknesses and strengths of the main theoretical approaches of political science
- Write academic essays combining theories with empirical research

3. Reading Material

Required Materials

- Anisin, Alexei (2020) "The Revolutions of 1989 and Defection in Warsaw Pact States." *Democracy and Security* [online].
- Hadenius, Axel and Jan Teorell (2007) "Pathways from Authoritarianism." *Journal of Democracy* 18(1): 143-156.
- Hirschman A. (1970) *Exit, Voice, Loyalty*. Cambridge MA: Harvard University Press.
- Inglehart R. and C. Welzel (2005) *Modernization, Cultural Change, and Democracy: The Human Development Sequence*, Cambridge University Press.
- Jasper JM (1998) "The Emotions of protest: Affective and reactive emotions in and around social movements" *Sociological Forum* 13(3): 397-424
- Malesevic S (2002) "Rational choice theory and the sociology of ethnic relations: a critique" *Ethnic and Racial Studies* 25(2): 193-212.
- Marx, K., & Engels, F. (1848) *The Communist Manifesto*. Marx/Engels Selected Works, Vol. One, Progress Publishers, Moscow

- Milgrom, P. R., North, D. C., & Weingast*, B. R. (1990). The role of institutions in the revival of trade: The law merchant, private judges, and the champagne fairs. *Economics & Politics*, 2(1), 1-23.
- Minkov, Michael, Christian Welzel and Michael Schachner (2020) "Cultural Evolution Shifts the Source of Happiness from Religion to Subjective Freedom." *Journal of Happiness Studies* 21: 2873-2888.
- Peters G. (2011) *Institutional Theory in Political Science: The New Institutionalism* (3rd Edition), Continuum-3PL.
- Pierson P (1996) "The Path to European Integration: A Historical Institutional Analysis" *Comparative Political Studies* 29(2): 123-163.
- Schmidt V (2008) "Discursive institutionalism: The explanatory power of ideas and discourse." *Annual Review of Political Science* 11(1): 303-326
- Schmidt V (2013) "Arguing about the Eurozone crisis: a discursive institutionalist analysis" *Critical Policy Studies*, 7(4), 455-462.
- Schulz, Jonathan F. et al. (2019) "The Church, Intensive Kinship, and Global Psychological Variation." *Science* 366(707): [Online].
- Treisman, Daniel (2020) "Economic Development and Democracy: Predispositions and Triggers." *Annual Review of Political Science* 23: 231-257.
- Wahman, Michael, Jan Teorell and Axel Hadenius (2013) "Authoritarian Regime Types Revisited: Updated Data in Comparative Perspective." *Contemporary Politics* 19(1): 19-34.
- Ward H. (1995) Rational Choice. pp. 76-93, in G. Stoker and D. Marsh (eds.) *Theory and Methods in Political Science* (2nd Edition).
- Whitehouse et al. (2019) "Complex Societies Precede Moralizing Gods Throughout World History." *Nature* 568, 226-229.

Recommended Materials

- Akerlof G. (1978) The market for lemons: Quality uncertainty and the market mechanism. *Quarterly Journal of Economics* 84:488-500.
- Berglund, Sara, Leva Gange and Frans van Waarden (2006) "Mass Production of Law. Routinization in the Transposition of European Directives: A Sociological-Institutionalist Account." *Journal of European Public Policy* 13(5): 692-716.
- Katznelson, Ira and Barry R. Weingast (2005). "Intersections between Historical and Rational Choice Institutionalism." In Ira Katznelson and Barry R. Weingast (eds.) *Preferences and Situations: Points of Intersection between Historical and Rational Choice*, 1-24. New York: Russell Sage Foundation.
- Lenin, V. I. (1934) *Imperialism: The Highest Stage of Capitalism: A Popular Outline*. London: Lawrence and Wishart.
- Marx, Karl (1955) *Capital: A Critical Analysis of Capitalist Production, Vol. I*. Moscow: Foreign Languages Publishing House.
- North, Douglass C. and Barry R. Weingast (1989) "Constitutions and Commitment: The Evolution of Institutional Governing Public Choice in Seventeenth-Century England." *Journal of Economic History* 19(4): 803-832.
- Olson, Mancur (2002) *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge: Harvard University Press.
- Steinmo, Sven, Kathleen Thelen and Frank Longstreth (eds.) (1998) *Structuring Politics: Historical Institutionalism in Comparative Analysis*. Cambridge: Cambridge University Press.

4. Teaching methodology

The course will be taught both in the form of a seminar and a lecture, encouraging students to actively participate in discussions. While the reading list for each week is vigorous enough to give us plenty to discuss, it is clear enough that each work must be read and carefully considered.

Every session, all students should come to class ready for discussion on the required readings. You should present these in a way to clarify your thinking, rather than to express your general impressions. Your opinion on the readings should be (a) clearly stated, (b) carefully reasoned and include (c) a concise critique.

Starting in the third week, two discussion leaders will be assigned to the readings. The role of the discussion leaders is *to raise critical remarks on the main points of the reading for that specific week and stimulate discussion on the applicability or inapplicability of the theory in question to popular political events in the present or past*. The discussion leaders must consult with the course lecturer on the content of their critical remarks prior to the meeting of the class. The discussion leaders WILL NOT prepare PowerPoint presentations. They are going to orally discuss and defend their critical points in class (MAXIMUM 10 MINUTES). They can prepare one-page handouts if need be.

5. Course Schedule

Date	Class Agenda
Session 1	<p>Topic: Introduction and Overview of Political Science Approaches</p> <p>Description: Overview of syllabus; introduction to main political science approaches; review of scientific method; the study of politics.</p> <p>Reading: Milgrom and Weingast, "Role of Institutions."</p> <p>Assignments/deadlines: None</p>
Session 2	<p>Topic: Rational Choice Theory I</p> <p>Description: Introduction to Rational Choice Theory; main principles, application to real world scenarios; discussion.</p> <p>Reading: Ward, "Rational Choice"; Whitehouse et al., "Complex Societies."</p> <p>Assignments/deadlines: None</p>
Session 3	<p>Topic: Rational Choice Theory II</p> <p>Description: Different forms of Rational Choice Theory; Comparison and Contrast of approaches; politics vs. economics; discussion.</p> <p>Reading: Hirshman, <i>Exit Voice</i>, chap. 1; (Optional) Akerlof, "Markets for 'Lemons'"; (Optional) Olson, <i>Logic of Collective</i></p> <p>Assignments/deadlines: None</p>
Session 4	<p>Topic: Criticisms of Rational Choice Theory</p> <p>Description: Introduction of criticisms to Rational Choice Theory; discussion of these critiques; class debate.</p> <p>Reading: Jasper, "Emotions of Protest"; Malesevic, "Rational Choice Theory."</p> <p>Assignments/deadlines: Essay 1</p>
Session 5	<p>Topic: Introduction to Institutions: Historical Institutionalism</p> <p>Description: What is historical institutionalism? Different interpretations. Illustrations of historical institutionalism. Comparative cases.</p> <p>Reading: Peters, <i>Institutional Theory</i>, chap. 4; Pierson, "Path to European"; (Optional) Katznelson and Weingst, "Intersections between Historical"; (Optional) Steinmo, Thelen and Longsteth, "Historical Institutionalism."</p> <p>Assignments/deadlines: None (Essay 1 Duel)</p>
Session 6	<p>Topic: Sociological and Rational Choice Institutionalisms</p>

	<p>Description: What is sociological institutionalism? Parameters and predominant theories. What is rational choice institutionalism? Parameters and predominant theories. Comparative discussion: historical, sociological and rational choice institutionalisms.</p> <p>Reading: Peters, <i>Institutional Theory</i>, chaps. 3, 6, 9; (Optional) Berglund, Gange and Waarden, "Mass Production"; (Optional) North and Weingast, "Constitutions and Commitment."</p> <p>Assignments/deadlines: None</p>
Session 7	<p>Topic: MID-TERM</p> <p>Description: Students will be administered the mid-term examination.</p> <p>Reading: REVIEW!!!</p> <p>Assignments/deadlines: None</p>
	<p>Mid-term break</p>
Session 8	<p>Topic: Discursive Institutionalism</p> <p>Description: What is discursive institutionalism? Parameters and predominant theories. Discussion on institutionalism: historical, sociological, rational choice and discursive (possible debate).</p> <p>Reading: Schmidt, "Arguing about Eurozone"; Schmidt, "Discursive Institutionalism."</p> <p>Assignments/deadlines: None</p>
Session 9	<p>Topic: Marxist Theory I</p> <p>Description: Introduction to Marxism. Historical overview of Marxist thought in 19th century. Discussion on Marx, Communist Manifesto and Marx's proposed agenda.</p> <p>Reading: Marx, Communist Manifesto; (Optional) Marx, <i>Capital</i>.</p> <p>Assignments/deadlines: None</p>
Session 10	<p>Topic: Marxist Theory II</p> <p>Description: Consequences of Marxist thought. Influence of Marx on later generations. The fall of communism and rise of colonialism. Comparative Marxism.</p> <p>Reading: Anisin, "Revolutions of 1989"; (Optional) Lenin, <i>Imperialism</i>.</p> <p>Assignments/deadlines: Essay 2</p>
Session 11	<p>Topic: Modernization Theory and the World Values Survey</p> <p>Description: Introduction to modernization theory. Parameters and main theories. Comparison to post-modernization. Value-theory: how to measure values? Discussion.</p> <p>Reading: Inglehart and Welzel, <i>Modernization</i>, chap. 1, 7; Schulz et al., "Church Intensive Kinship."</p> <p>Assignments/deadlines: None (Essay 2 Due!)</p>
Session 12	<p>Topic: Cultural Theory</p> <p>Description: History of cultural theory. Implications for research. Focus on democracy. Discussion: comparison to other political science approaches – pros and cons.</p> <p>Reading: Minkov, Welzel and Schachner, "Cultural Evolution Shifts"; Treisman, "Economic Development."</p> <p>Assignments/deadlines: Data Assignment</p>
Session 13	<p>Topic: Authoritarianism</p> <p>Description: What is authoritarianism? How to measure authoritarianism: discussion on data sets and operationalizing theory. Problems in conceptualizing authoritarianism – hybrid regimes.</p>

	<p>Reading: Wahman, Teorell and Hadenius, "Authoritarian Regime"; Hadenius, Teorell and Wahman, "Authoritarian Regimes Data Set" (Be sure to review the data set as well).</p> <p>Assignments/deadlines: None (Data Assignment Due!)</p>
Session 14	<p>Topic: FINAL EXAM</p> <p>Description: Students will be administered the final exam.</p> <p>Reading: REVIEW!!!</p> <p>Assignments/deadlines: None</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	70	15%	Be active in classes, discussion leadership, raising questions and comments.	1, 3
Essays	20	10%	Ability to criticize a given theory, defend the criticism with empirical evidence. Be clear in statements. Pay attention to rules of citation and bibliography.	1, 2
Data Assignment	20	10%	Ability to accurately describe variables. Be clear in statements. Pay attention to rules of citation and bibliography.	1
Midterm	10	25%	Ability to criticize a given theory, defend the criticism with empirical evidence. Be clear in statements. Pay attention to rules of citation and bibliography.	1, 2
Final Exam	30	40%	Ability to build an argument with a logically coherent structure in answer to comprehensive questions on the political nature of institutions.	1, 2
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Class Participation: Students are expected to actively participate in class discussion with questions and comments that stimulate interaction. In order to take part in discussions, students must come to class having studied the assigned readings for that week.

Assessment breakdown

Assessed area	Percentage
Ability to show the mastery of readings in discussions.	50%
Ability to be clear in oral statements and to the point.	50%

Essays: Students will be assigned two three-page, double-spaced, 12 Times New Roman font as homework due for **session 4** and **session 10**. The topics of the essays will be given to students two weeks before the assignments are due (i.e., session 2 and session 8). These will require the student to take a critical eye towards the course material. While one of these will be theory-based, the other will require the incorporation of empirical evidence to support the student's findings.

Assessment breakdown

Assessed area	Percentage
Ability to answer questions in a sufficient manner	20%
Ability to build argument through the perspective of a theory and empirical evidence.	50%
Ability to use meaningful course sources, literature and make correct citations	30%

Data Assignment: Students will be required to choose a country (out of all EU countries included in the dataset) and describe the distribution of public opinion on two different institutions of choice (from the data). The description will be in the form of response(s) to several questions provided by the lecturer.

Assessment breakdown

Assessed area	Percentage
Ability to understand public opinion data.	30%
Ability to utilize software to analyze data	40%
Ability to comprehend and answer questions on assessed data	30%

Midterm Exam: Students will be administered a midterm examination that requires the students to provide an essay response that critically considers the material presented in class.

Assessment breakdown

Assessed area	Percentage
Ability to answer questions in scope of provided time	20%
Ability to build argument through the perspective of a theory and empirical evidence.	50%
Ability to use meaningful course sources, literature and make correct citations	30%

Final Exam: Students will be administered a midterm examination that requires the students to provide short-answer style responses by thinking critically about the material presented in class.

Assessment breakdown

Assessed area	Percentage
Ability to answer questions in scope of provided time	20%

Ability to build argument through the perspective of a theory and empirical evidence.	50%
Ability to use meaningful course sources, literature and make correct citations	30%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he can submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. These must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the exam or assignment will be failed and the student will be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities are asked to contact the Dean of Students as soon as possible to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by:

Date:

Approved by:

Date: