

A	Course Number & Title	POL 201: Introduction to Political Studies																
B	Pre/Co-requisite(s)	WRI 102 or WRI 209																
C	Number of credits	3-0-3																
D	Faculty Name	Stephanie N. Shady																
E	Term/ Year	Spring 2023																
F	Sections	<table border="1"> <thead> <tr> <th>CRN</th><th>Days</th><th>Time</th><th>Location</th></tr> </thead> <tbody> <tr> <td>201-03</td><td>TR</td><td>12:30-1:45 PM</td><td>HSB 1004</td></tr> <tr> <td>201-04</td><td>TR</td><td>2:00-3:15 PM</td><td>HSB 1007</td></tr> </tbody> </table>					CRN	Days	Time	Location	201-03	TR	12:30-1:45 PM	HSB 1004	201-04	TR	2:00-3:15 PM	HSB 1007
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G	Instructor Information	<table border="1"> <thead> <tr> <th>Office</th><th>Email</th></tr> </thead> <tbody> <tr> <td>HSB 2053 (Old EB-1)</td><td>sshady@aus.edu</td></tr> </tbody> </table> <p>Office Hours:</p> <ul style="list-style-type: none"> • Wednesdays 1:30-4:30 pm or by appointment 48 hours in advance. • You do NOT need to make an appointment to attend the office hours listed above—just show up! • You DO need an appointment to meet with me outside of office hours. • If you are unable to meet during regular office hours, send me an email and we will work out an alternative time. Please email me at least 48 hours before you'd like to meet (during business hours). • Office hours are a resource that I encourage you to make use of throughout the semester. This is not only time for you to ask questions or deepen your understanding of course material, but also an opportunity for you to discuss career paths and future opportunities as well as expand your professional network. • Email: I strive to respond to emails within 48 hours on business days. Plan ahead with the knowledge that I am not always on my email outside of business days and hours. Please practice professionalism in your emails (greeting, short message with the key information, closing). 					Office	Email	HSB 2053 (Old EB-1)	sshady@aus.edu								
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H	Course Description from Catalog	Introduces the science of politics and the study of the structure of government. Examines the institutions and theories underpinning modern nation-states, primarily focusing on the subfields of political theory and comparative politics.																
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	<ol style="list-style-type: none"> 2. Demonstrate an understanding of the basic concepts, analytical perspectives, and methodologies employed in political science. 3. Employ and evaluate primary and secondary sources in the study of political science. 4. Explain how political structures influence individual and group behaviors. 5. Locate, analyze, and present data on comparative political systems. 6. Identify key ideas about government or social institutions and establish a logical hierarchy of relevant information in an oral presentation. 	Midterm exam Paper Final exam Presentation Presentation																																													
J	Textbook and other Instructional Material and Resources	<p>Required: Heywood, Andrew. 2019. <i>Politics</i>. 5th edition. New York: Palgrave MacMillan. https://store.kortext.com/politics-421279</p> <ul style="list-style-type: none"> ● Reading assignments are listed as “Heywood Chapter X” on the calendar below. ● The course textbook can be purchased through the AUS eTextbook-shop. Please click on the link below for a guide on how to purchase books from eTextbook-shop. ● Student Guide: https://itfaq.aus.edu/sites/default/files/attachments/faq/586/student-guide-purchasing-and-accessing-etextbooks-etextbook-shopcompressed.pdf ● All other required readings and materials are available as PDFs on iLearn in the Reading Assignments content folder. 																																													
K	Teaching and Learning Methodologies	This class uses multiple teaching and learning methodologies, including lectures, class discussion, and individual student research presented in written and oral formats.																																													
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M	Explanation of Assessments	<p>1. Quizzes.</p> <p>a. Reading response quizzes: Students are responsible for completing all reading assignments <i>before</i> class on the day they are listed in the calendar. It is important that you read carefully and critically, not merely skim the assigned texts. To facilitate close reading and help you prepare quality study materials, you will be responsible for responding to 1-2 questions per week). To answer these questions well, you should demonstrate active engagement with the text. Active engagement includes:</p> <ul style="list-style-type: none"> • Identifying key terms or concepts and using them in appropriate context. • Drawing connections between the text and your prior knowledge or experiences and/or current events. • Comparing and contrasting places, institutions, behaviors, or events using key concepts or terms from the readings. • Evaluating evidence or reasoning in a text critically. You are free to disagree with an assertion in a text and encouraged to engage with all texts critically. In doing so, you should make a reasonable argument for why an assertion falls short based on its evidence or logic. <p>It is okay if you do not fully understand every concept in the text ahead of class. You will be assessed on effort to engage deeply, not perfect understanding of new concepts the first time. You should write down questions or points you need additional clarification on in your notes as you are reading so we can discuss them in class.</p> <p>Your responses will be due the day before the relevant class at 11:59 PM. Unless otherwise noted on the calendar, you should read all readings for the day to answer the questions. No late work will be accepted, because the purpose of the reading responses is for you to prepare readings before we discuss the topic in advance of the lesson. The lowest two quiz scores (2 lowest of any quiz or reading response) will be dropped at the end of the semester, and you will be graded as follows:</p> <p>3 = response demonstrates thorough reading of entire assignment and</p>					

active engagement with the text

2 = response demonstrates thorough reading of some of the assignment and some active engagement with the text

1 = response demonstrates skimming of the entire assignment and little active engagement with the text

0 = response demonstrates skimming only parts of the assignment and little engagement with the text, or no response is submitted on time

Reading response quizzes will be weighted equally and score as a percentage out of 100.

b. Other quizzes. You will take short quizzes in class as I deem necessary to check for understanding of topics we have covered in class—including readings, lectures, and class discussions. These quizzes may or may not be announced. You should be prepared to complete these quizzes without using your notes or reading materials. The purpose of these quizzes is to check your understanding throughout the semester before the exams and to encourage you to study on a consistent basis. Doing so will contribute to your overall success in the course. Like the reading response quizzes, these quizzes will be scored as a percentage out of 100. **Quizzes cannot be made up in case of absence or tardiness.**

2. Paper (plus thesis statement/bibliography and partial rough draft assignments). Students are expected to write one original research paper in this course. Papers should be 1500 words (+/- 15%; this means it may be between 1275 and 1725 words long), written in a Word document using 1inch/2.54cm margins all around, double spacing, and a 12-point standard font. The word count applies *only* to the text of your paper; it does not include references or the cover page. Your cover page should include a meaningful title, your name and course section, and the date.

Prompt: At the beginning of the semester, you will each select a *different* country to be your case study for the semester. You will submit your top three choices, and I will make assignments keeping those in mind. **You may NOT choose a country of which you are a national, the country you reside in, or the country you were born in.** In other words, you should choose somewhere you are interested in learning more about but do not have a direct connection to. No two students will research the same country so that you can each compare your countries in various activities throughout the semester.

For the paper you will **analyze a major domestic political issue or challenge in your country through the lens of one or more institutional and/or behavioral concepts that we discuss in the course.** To facilitate this, you will select one of the frameworks below. Your topic should be contemporary (within the last 5 years) but may refer to history as it is relevant to the present (please do not provide extensive historical background; focus on the present and include references to history only as relevant). If we discuss a country and issue in class, you may write about it, but you must go beyond the course material. You should provide necessary factual information as well as your own critical analysis of the implications of the issue you choose for policy outcomes, political conditions, or a particular group for your country.

Framework choices: *Note that this means you will need to do the corresponding readings in advance to get started on the early stages of your paper*

- How do the core government actors (executives, legislatures, political parties, etc. as relevant—do not focus on the judicial system, because this course does not prepare you to do so) in your country address the issue you choose, and what motivates them?
- How do different levels of governance work together to address the issue you choose? Alternatively, why does a subnational level of governance seek to increase or maintain authority over the issue you choose?
- What is the role of identity (in social psychological terms) in shaping attitudes, behaviors, or collective action towards the issue you choose?

Your paper should:

- Have a clear thesis statement in the first paragraph.
- Identify key actors and institutions relevant to the issue you choose, including their roles and how they relate to each other.
- Demonstrate understanding of relevant course concepts and terms by applying them to your case. You do NOT need to define the course terms explicitly; instead, demonstrate your understanding of the meaning through your ability to use them in an appropriate context.
- Focus on the most essential information. You do not have space to cover every single detail that you come across in your research. It is your job to assess what is most important for conveying an understanding of the issue you choose. We will talk about making these choices in class, and you are also welcome to discuss these decisions with me in office hours.
- Assume that your reader (i.e. Professor Shady) is knowledgeable about comparative politics but may not know the specific details of your country. For example, if you discuss a political party, you should identify its family or ideology.

Thesis Statement/Annotated Bibliography Assignment (1% of final grade)

- To prepare for your paper, you will submit a preliminary thesis statement and annotated bibliography (at least 6 academic sources, see below) after your country assignment is finalized.
- **You must have your topic approved by me (via a Google Doc I will provide) at least 48 hours before the thesis assignment is due. Failure to do so will result in points deducted from your assignment.**
- The thesis statement/bibliography assignment will be 5% of your overall paper grade.
- Your thesis statement should, in 1-2 sentences, tell the reader what you will analyze and a general conclusion you will come to as a result of your analysis (of course, the statement will evolve as you conduct your research. This exercise is a starting point based on an initial skim of your sources).
- Your bibliography should demonstrate that you can find appropriate sources for your topic of choice within your country. You should, at minimum, read the abstracts, introductions, and conclusions of at least 6 academic sources that you include in the bibliography to determine their relevance for your topic.
- Annotate your sources by provided a 3-4 sentence summary of the main argument of the source and its relevance to the topic of your paper.
- You only need to annotate 6 academic sources for this assignment if you have gathered more than this requirement.

Rough Draft Assignment (4% of final grade)

- First drafts are not final drafts. To facilitate advanced preparation and provide an opportunity for you to get feedback on your paper, you will submit a rough draft of the first 500 words of your paper.
- This means start at the beginning with the introduction paragraph and thesis statement and begin the body paragraphs.

- You must have footnotes with your citations and a list of references at this stage.
- You will receive specific suggestions on how to improve your draft and the rest of the paper ahead of submitting the complete final paper. If you do not incorporate this feedback in the final draft, it will negatively affect your grade.

Using Sources

- Use at least six (6) academic sources (peer-reviewed journal articles or academic books). The textbook does not count, but peer-reviewed articles assigned in the course do count. You may use other reputable sources in addition to these academic sources, such as journalism, think tank publications, or government materials. Read **all** sources with a critical eye.
- You may use sources in languages other than English; if you do, please translate the reference and any terms you use into English. You can put the translation or the original term (such as a party name) in a footnote so that it doesn't count towards the word limit.
- Avoid using direct quotes from sources unless the precise language is absolutely necessary to convey a point you are making. I am interested in *your* writing and analysis, not that of your sources.
- You should cite sources as footnotes and at the end in a reference list. **Citations should include the author's last name and year in footnotes at the end of your sentences (this is so references don't count your word count). Every time you use an idea from a source, even if you are not using a direct quote, you should cite the source.** You do not need to cite a source for using basic terms from the course materials (e.g. if you are stating that the country's proportional representation system makes it possible to have a multi-party system).
- I have no preference what citation style you use in your reference list. You should choose a style and be consistent. Some options are MLA, Chicago, APA, or Harvard. The important thing is that I can easily find and access a source you have listed. If in doubt, use APA: <https://aus.libguides.com/apa> .

Plagiarism: Using others' words or ideas without giving appropriate credit is plagiarism. This includes directly quoting an article, book, etc. without a citation as well as using a core idea without acknowledging the source. The use of artificial intelligence (AI), including but not limited to ChatGPT, is plagiarism—you may not use AI to complete coursework, cited or not. Plagiarism is a serious offense and will result in disciplinary action. If in doubt, cite. If you have any questions about giving appropriate credit to your sources, you are welcome to discuss them with me in office hours.

3. **Group presentation.** You will be assigned a group of 3 students to produce a 15-20 minute presentation that compares and contrasts the political systems in your semester country case studies. Your presentation will correspond to the previous week's theme and explain to the class how the system/theme works similarly and/or differently in each of your country case studies. This does not mean each person presents their own country information in isolation; rather, each student should draw connections between the cases in their part of the presentation. I encourage you to meet with me in office hours to discuss your presentations. You will present at the beginning of class one week after we have finished discussing the topic (see calendar below for dates).

The presentation should make use of the key terms and concepts discussed in class and in the readings for that week and demonstrate understanding through application. You should produce a visual aid (such as slides) and email it to me before you come to class. Each presenter should contribute equally to preparation and speaking. Generally students in the same group will earn the same presentation grade, unless there is a clearly unequal division of labor.

	<p>4. Exams. You will take one mid-term exam (16 March) and one final exam (DATE) in class. The mid-term will cover all material up to the exam date. The final exam is cumulative only in the sense of applying pre-midterm material to post-midterm material (e.g. I might ask you how political behavior could be shaped by regime type an individual lives in on the final). Both exams will include short answer and essay responses written by hand. All material presented in class through lectures, class discussions, and readings may be assessed on the exams. You will not be tested on additional material from your paper or group presentations, though you may choose to write about this material in your responses as an example as appropriate.</p> <p>I do not provide study guides, but I encourage you to use some of the quizzes as frameworks for the types of study materials that would help you understand the material more fully. Please be prepared in advance that merely looking over the slides with no additional notes you've taken in class lectures and discussions will not likely result in the grade you are hoping to earn. Learning is an active process, and I expect you to engage in it.</p>
Course Policies	<p>The Purpose of Slides in Class</p> <p>Frequently, though not always, I will have slides in class with three purposes:</p> <ol style="list-style-type: none"> 1. To help you organize the notes you take with a general framework. 2. To display questions that we discuss or activity instructions that we do in class. 3. To show photos, maps, diagrams, and other images that help illustrate course concepts. <p>The slides are not a transcript of everything we discuss in class; they are meant to facilitate your own notetaking. It is essential that you take notes in your own words in order for you to learn—memorizing exactly how I phrase a set of concepts in class does not help you learn a concept in a meaningful or enduring way. If you miss a class, you should download the slides (posted after the lesson has ended—some lessons will span one day, and others will span two), but you should also borrow notes from a classmate. Once you have looked over the notes you have borrowed, you are welcome to come to office hours to discuss concepts on which you need additional clarification.</p> <p>Attendance</p> <p>Students in this course are required to follow the AUS Attendance Policy as outlined in the <i>AUS Undergraduate Catalog</i>.</p> <p>You are adults who are responsible for your education, which means attending class. I am aware that extenuating circumstances may prevent you from attending class occasionally. You have an allotted maximum number of absences to use at your discretion for such purposes: no more than 5 absences. Do not waste them on skipping class; you will not be allotted extra absences. This policy is not meant to be harsh; rather, it is in place because regular attendance is essential to your success in the course.</p> <p>The only absences that will be considered excused (i.e. not counted towards your maximum allotted) are those approved by AUS with an official medical note or notice of government service. You must email me proof of university-approved absences to be considered excused. If a longer-term illness or other situation arises that will affect your attendance greatly, please email me so that we can reach a workable solution.</p>

It is your responsibility to obtain class notes from a peer, review readings and slides (posted after the lesson is completed), and come to office hours to discuss questions that you have. You cannot make up quizzes; however, the lowest two quiz grades will be dropped from your final grade.

I will take attendance daily and promptly at the beginning of class. If you arrive after I finish taking attendance, you will be marked late. I take tardiness seriously because a) it disrupts your classmates and me if we have already begun discussing material, and b) it means you are not prepared to begin taking notes on what we are discussing and are likely to miss important information. Being on time means arriving early enough to be ready to *start* when class begins. Please let me know if you arrived late at the end of class; otherwise, you will be marked absent. If you arrive late and miss a quiz, you will not be able to make up the quiz. **Three (3) days of late arrival will count as one (1) absence.**

Attendance also means staying in class during class time. I understand if you occasionally need to step out briefly. However, if you are consistently leaving in the middle of class, I will contact you with a warning. If the issue persists following the warning, you will be counted absent if you miss more than 30 minutes of the day's instruction time.

Please be aware that the University may remove you from a course if your attendance becomes problematic. As stated in the catalog (p. 27), "In the event a student misses **15 percent** of the total number of scheduled sessions in a class for any reason, the instructor [may] initiate withdrawal of the student from the course if a written warning or formal notification was issued when the number of absences reached **10 percent**." I will send you an email if you have missed 10% of the class sessions without prior authorization from me as a warning. There will be a second warning if needed, after which subsequent absences, including accumulation of 3 tardies, will result in removal from the course. Again, this is not meant to be harsh, but rather reflects the fact that you will not succeed in the course unless you attend consistently.

Electronics

Students may use laptops or tablets to take notes in class and bring electronic copies of reading assignments to class. In general, students are expected to bring their laptops to class, as we may use them for activities such as working with datasets online. If you do not have access to a laptop, please notify me at the beginning of the semester so we can work out a solution. Use of electronics for any purpose besides class activities is not permitted. Phones should be silenced and put away for the duration of class, and unless there is an emergency, you should not leave class to make phone calls. If inappropriate electronic use becomes a distraction for your classmates or for me, after a warning you will be asked to leave class and counted as absent (unexcused) for the day. Choosing to distract yourself with inappropriate electronic use harms only yourself, as merely glancing over class slides will be insufficient for your success in course assessments.

Course conduct

Political science courses grapple with nuanced, difficult issues, and university is a place for you to gain knowledge, learn various perspectives rooted in evidence, and think critically about the world in which we live. This type of learning is only possible when you are actively engaged in your coursework—reading carefully, listening to others, and participating in discussions in class. Engagement is not passive. It means connecting course materials to past courses, your experiences, and concepts from throughout our course.

Engagement can also mean considering critiques of scholarly perspectives. Criticism and disagreement with readings, your classmates, or with me is welcome as long as it is

	expressed with respect and rooted in logic and evidence. Please refrain from discriminatory or offensive language towards any group of humans. Finally, conspiracies and misinformation are not appropriate forms of evidence in coursework or participation. Our course will be rooted in scholarly research.
Student Academic Integrity Code Statement	Students MUST read the Student Academic Integrity Code outlined in the <i>AUS Undergraduate Catalog</i> and abide by the standards for academic conduct, students' rights and responsibilities and procedures for handling allegations of academic dishonesty.

SCHEDULE

Spring 2023 (TR)

*I reserve the right to adjust the schedule and readings as necessary. All changes will be communicated via email, and I will post an updated syllabus to iLearn if needed.

*Please bring a print or electronic copy of the readings to class.

#	WEEK	TOPICS & ASSIGNED READING	NOTES/DUE DATES
1	Jan. 24	Introduction (<i>Read the syllabus and come to class prepared to ask questions about it.</i>)	Getting to know our community and political memories
	Jan. 26	What is politics? What is political science? Heywood Chapter 1	Reading Response Quiz: Heywood Chapter 1 – Due Jan. 25 at 11:59 PM
2	Jan. 31	Politics and the state Heywood Chapter 3	Reading Response Quiz: Heywood Chapter 3 – Due Jan. 30 at 11:59 PM
	Feb. 2	Political regimes: Overview Heywood Chapter 5	Submit country preferences by start of class Feb. 2 (survey on iLearn) Professor Shady will post country and group presentation assignments to iLearn. Start thinking about your paper topic and come to office hours to discuss sooner rather than later.
3	Feb. 7	Political regimes: Varieties of autocracy Levitsky, Steven, and Lucan Way. 2002. "The Rise of Competitive Authoritarianism." <i>Journal of Democracy</i> 13: 2: 51-65.	Reading Response Quiz: Levitsky and Way (2002) and Cameron (2018) – Due Feb. 6 at 11:59 PM (read both, you may write about just one)

		Cameron, Maxwell A. 2018. "Making Sense of Competitive Authoritarianism." <i>Latin American Politics and Society</i> 60(2): 1-22.	
4	Feb. 9	Political regimes: Varieties of autocracy Review Levitsky and Way (2002) and Cameron (2018) readings	Group presentation 1: political regimes
	Feb. 14	Library session: How to conduct research Meet in IC-1 in the library	Bring topic idea to class
	Feb. 16	Political regimes: Varieties of democracy Heywood Chapter 4 Read instructions on iLearn for conducting Ordinary Language Interviews	Paper progress: How to conduct research
5	Feb. 21	Political regimes: Varieties of democracy Heywood Chapter 14	Group presentation 2: varieties of autocracy
	Feb. 23	Political regimes: Varieties of democracy Heywood Chapter 15	Reading Response Quiz: Heywood Chapter 14 – Due Feb. 20 at 11:59 PM
6	Feb. 28	Political ideas and ideologies Heywood Chapter 2	Reading Response Quiz: Heywood Chapter 15 – Due Feb. 22 at 11:59 PM
	March 2	Political ideas and ideologies No additional readings; review Heywood Chapter 2 and your notes from the first day of ideologies	Thesis statement and annotated bibliography – Due Feb. 23 at 11:59 PM
7	March 7	Party systems and parties Transforming European Politics Videos: Parties and Party Systems Part 1 and Part 2	Reading Response Quiz: Response to parties videos – Due March 6 at 11:59 PM
			Paper progress: Work on reading your sources closely

			and taking notes towards your 500-word rough draft
	March 9	Party systems and parties Heywood Chapter 11	
8	March 14	Putting it all together: How do the political institutions we've discussed this semester fit together? (Exam review – Bring all of your notes, readings, and questions!)	Group presentation 4: party systems and parties
	March 16	Mid-term exam	
9	March 21	Political behavior: Approaches to study, identities and politics Fearon, James. 1999. "What Is Identity (As We Now Use the Word?)." Essay available on Stanford University's website: http://www.web.stanford.edu/group/fearon-research/cgi-bin/wordpress/wp-content/uploads/2013/10/What-is-Identity-as-we-now-use-the-word-.pdf	Reading Response Quiz: Fearon (1999) – Due March 20 at 11:59 PM
	March 23	Tajfel, Henri, and John C. Turner. 1986. "The Social Identity Theory of Intergroup Behavior," in John T. Jost and Jim Sidanius (eds.), <i>Essential Readings in Political Psychology</i> . New York: Psychology Press.	Rough draft of paper (first 500 words) – Due March 23 at 11:59 PM
10	March 28 March 30	No classes – Spring Break	
11	April 4	How to write for political science (in-class workshop) Farrell, Henry. 2010. "Good Writing in Political Science: An Undergraduate Student's Short Illustrated Primer." www.henryfarrell.net/pol_science_essays.pdf	Paper progress: Set a realistic goal for progressing towards a full draft of your paper—put in extra time where you are not observing holidays so that you can enjoy them with one less thing to stress about 😊

	April 6 (Good Friday and Easter April 7 and 9)	Multi-level governance Heywood Chapter 17 – skip the European Union section Hooghe, Liesbet and Gary Marks. 2022. "A postfunctionalist theory of multilevel governance." <i>British Journal of Politics and International Relations</i> 22(4): 820-826.	Reading Response Quiz: Heywood Chapter 17 and Hooghe and Marks (2022) – Due 3 April at 11:59 PM Group presentation 5: political behaviors and identities
12	April 11	Multi-level governance No additional readings; review Heywood Chapter 17, Hooghe and Marks (2022), and notes from the first day of multi-level governance	
	April 13	Political behavior: Interest groups and social movements Heywood Chapter 12	Reading Response Quiz: Heywood Chapter 12 – Due 12 April at 11:59 PM
13	April 18	Political behavior: Interest groups and social movements No additional readings; review Heywood Chapter 12 and your notes from the first day of interest groups and social movements	Group presentation 6: multi-level governance
	April 20 University closed April 17-24 for Eid Al Fitr	No class – Eid Al Fitr	
14	April 25	Political behavior: Nationalism Heywood Chapter 6	Reading Response Quiz: Heywood Chapter 6 – Due April 24 at 11:59 PM
	April 27	Political behavior: Nationalism Brubaker, Rogers. 2012. "Religion and Nationalism: Four Approaches." <i>Nations and Nationalism</i> 18(1): 2-20. (There is no reading response on the Brubaker reading, BUT we will be flipping the classroom today, so come prepared to discuss the main ideas of the article and to explain them to your classmates.)	Group presentation 7: social movements
15	May 2	Political behavior: Inter-group relations Pettigrew, Thomas F. 1998. "Intergroup Contact Theory." <i>Annual Review of Psychology</i> 49: 65-85. Schellhaas, Fabian M.H., and John F. Dovidio. 2016. "Improving Intergroup Relations." <i>Current Opinion in Psychology</i> 11: 10-14.	Reading Response Quiz: Pettigrew (1998) – Due May 1 at 11:59 PM

	May 4	Political behavior: Inter-group relations Buyuker, Beyza, Amanda Jadidi-D'Urso, and Alexandra Filindra. 2020. "Interethnic Contact and Impact on Attitudes." <i>Oxford Bibliographies</i> . Oxford University Press.	Final paper – Due May 4 on iLearn at 11:59 PM
16	May 9	Catch-up day	
	May 11	Last day of class: Conclusions and exam review The review will be student-led—bring all of your notes, readings, and questions!	
	FINAL EXAM	Section 03 May 14, 8 – 10 AM Section 04 May 21, 11 AM – 1 PM	