

# The Graduate School of Political Management

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THE GEORGE WASHINGTON UNIVERSITY

**M.P.S. in Political Management**  
**M.P.S. in Legislative Affairs**  
**M.P.S. in Strategic Public Relations**  
Fall 2018  
Starts Thursday, August 30  
Final assignment due Thursday, December 6

**Comparative Political Management  
Environments**  
PMGT 6424.10  
3 Credits  
Thursday evenings, 7:10—9:40 pm  
801 22nd St., NW, Phillips Hall, 414B

## **BASIC INFORMATION AND RESOURCES**

**Instructor:** Dr. Natalia Dinello, Director of the Global Residencies Program. See the bio on Blackboard. Email: [ndinello@gwu.edu](mailto:ndinello@gwu.edu). Office phone: 202-994-5132. You can expect a response within 24 hours.

### **Blackboard Site**

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructor and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or [helpdesk.gwu.edu](http://helpdesk.gwu.edu). Each student has the responsibility to directly communicate with Dr. Dinello to understand fully all requirements and materials placed on Blackboard.

### **Academic Integrity**

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://www.gwu.edu/~ntegrity/code.html>.

### **University Policy on Observance of Religious Holidays**

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

### **Support for Students with Disabilities**

GW's Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at [www.gwu.edu/~dss](http://www.gwu.edu/~dss).

### **In the Event of an Emergency or Crisis during Class**

If we experience an emergency during class, we will try to stay at the same location until we hear that we can move about safely. If we have to leave, we will meet at the MPA building (805 21st Street NW) in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status: <http://www.campusadvisories.gwu.edu/>.

### **Attendance Policy**

Students are expected to attend all classes noted in the syllabus as a component of their attendance and participation grade. Please email the instructor ([ndinello@gwu.edu](mailto:ndinello@gwu.edu)) if you cannot avoid missing or being late to a class.

### **Out-of-Class/ Independent Learning Expectation**

Over the course of the semester, students will spend at least 2 hours (100 minutes) per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend 25 hours in instructional time and 87.5 hours preparing for class.

### **A note on cell phones, texting, and checking one's email during class**

Research has shown that even having our cell phones on the table in front of us diminishes our ability to learn well. Checking text messages and emails is also unprofessional and disrespectful to our class community. Please turn off your phone and email during class. You may take notes on your laptop computer but please do not distract yourselves by going on social media or websites unrelated to the course. Your cooperation with this important aspect of a healthy class environment is greatly appreciated.

### **Course Evaluation**

At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Lara Brown  
Director, Graduate School of Political Management (GSPM)  
[larambrown@gwu.edu](mailto:larambrown@gwu.edu) | 202-994-4545

Dr. Jack Prostko  
Associate Dean for Learning and Faculty Development, College of Professional Studies  
[jackp@gwu.edu](mailto:jackp@gwu.edu) | 202-994-3592

Suzanne Farrand  
Director of Academic Administration, GSPM  
[sfarrand@gwu.edu](mailto:sfarrand@gwu.edu) | 202-994-9309

## **GSPM OBJECTIVES AND EXPECTATIONS**

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In completing the degrees offered by GSPM, students will be able to:

1. Assess the regional and global political environment, develop a strategy to achieve specified goals within that environment, and carry out that strategy through an advocacy campaign.
2. Draw upon a repertoire of effective advocacy tools and campaign communication skills.
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize a strategy and an advocacy campaign.
4. Find, engage, and motivate the right people – leaders, professional colleagues, and citizens – to join and contribute to implementation of a strategy or campaign.
5. Address the recurring dilemmas of global advocacy in a manner that upholds ethical standards and professional conduct.

### **Graduate School Expectations**

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no “do-overs” because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.

## **THE COURSE**

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### **Learning Objectives**

- *From knowledge to know-how:* Develop an ability to analyze a variety of political systems and the workings of political institutions in particular contexts and use comparative analysis for advocacy and practical strategies to address real-life challenges.
- *From parts to the whole:* Gather information and evaluate the dynamic relationship among political institutions and interest groups in a specific context.
- *From review to analysis:* Capitalize on academic readings as well as media reports, databases and research websites to conduct focused analytical inquiries with practical implications.
- *From sensitivity to the context to getting strategic:* Acquire skills for effective, well-contextualized political engagement and advocacy as well as forward-looking critical thinking; build recommendations on historical precedents as well as a vision for the future; and strengthen an ability to secure and consolidate support for one's strategy while disarming adversaries.

### **Description**

This course should allow students to gain a conceptual and practical understanding of the political management environments and the workings of political institutions in a variety of countries. Students should also develop an ability to compare these environments and institutions—highlighting comparative advantages and disadvantages—via readings, written assignments, PPT and oral presentations (which may include audiovisuals), and participation in debates and negotiations.

The course includes classes on general concepts—such as states and nations, democratic and nondemocratic regimes, the developing world, and international organizations and globalization—which are illustrated by country cases. These classes serve as preparation for students' assumption of specific roles as "UN Ambassadors," "country delegates to the UN," and "political analysts and advisers." During the role-playing sessions and the final Model UN mini-simulation, students will practice and thus sharpen their evidence-collection, analytical, presentation, negotiation, and advocacy skills. By translating their intellectual inquiries into recommendations for practical actions and measures, they will also strengthen their proficiencies in strategic decision-making and consensus-building.

### **Schedule of Weekly Classes**

Each week of the course is focused on a particular theme:

Week 1 (August 30): Introduction to the course: major concepts and course overview.

Week 2 (September 6): States, nations, and society.

Week 3 (September 13): Democratic regimes and developed democracies.

Week 4 (September 20): United States.

Week 5 (September 27): United Kingdom and France: role-playing session.

Week 6 (October 4): Germany and Japan: role-playing session.

Week 7 (October 11): Nondemocratic regimes. Communism and post-communism.

Week 8 (October 18): Russia and China: role-playing session.

Week 9 (October 25): Developing countries.

Week 10 (November 1): India and South Africa: role-playing session.

Week 11 (November 8): Mexico and Brazil: role-playing session.

Week 12 (November 15): International organizations.

Week 13 (November 29): Globalization and opposition to it. Preparation for the Model UN mini-simulation.

Week 14 (December 6): Model UN mini-simulation.

The instructor reserves the right to alter course content and/or adjust the pace or assignments to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar and content.

### READINGS

Main readings are indicated below in the **Weekly Coursework** section of this syllabus. Some readings are available as Web links and PDF files on Blackboard (see Weekly Coursework). Please make sure to acquire our major textbook: [O'Neil, Patrick H., Karl Fields, and Don Share. \*Cases and Concepts in Comparative Politics: An Integrated Approach\*. W.W. Norton & Company, 2018.](#) Also note that the GWU Gelman Library is rich in electronic resources, including databases such as ProQuest and JSTOR.

In addition to these readings, students are recommended to build on the following sources for independent research and analysis:

- [Foreign Policy](#)
- [Foreign Affairs](#)
- [The Economist](#)
- [The Brookings](#)
- [Carnegie Endowment for International Peace](#)
- [The Center for Strategic and International Studies](#)
- [The Council on Foreign Relations](#)
- [The Woodrow Wilson Center for International Scholars](#)
- [The World Bank](#)
- [The International Monetary Fund](#)

The above-indicated publications are available to GWU students and staff free of charge: please make sure that you are logged into a GWU account or use databases of the Gelman Library. There is also open access to the indicated Web sites.

### ASSIGNMENTS

All assignments and guidance/samples for their completion are available on Blackboard (see Weekly Coursework). They include written assignments, such as a memo and an essay; PPT and oral presentations as part of the role-playing sessions; and a position paper on the refugee and migrant crisis as preparation for the Model UN mini-simulation. While completing written assignments, you must provide references/citations for any material that is not your own. This involves using quotation marks around direct quotations from other sources and giving credit to the original source. Please refer to the [MLA Citation](#) rules. If you use but do not cite others' content in your work, you will likely have committed plagiarism, resulting at minimum in failure of the assignment.

If you need help with writing, please reach out to the [University Writing Center](#), which offers members of the GW community opportunities to receive dedicated attention to their writing and research projects at all stages of the writing process.

Written assignments (memos and essays) are due on Blackboard by 11:59 pm on the indicated dates. They should be submitted in Microsoft Word. PPT slides (in Microsoft) for role-playing sessions are due on Blackboard by the beginning of these sessions, that is, by 7:10 pm on particular dates.

Please note that you may be penalized for late submission of assignments. Any assignment 1-3 days late will be docked 5 grade points. Any assignment 4-6 days late will be docked *additional* 10 grade points. Any assignment more than 6 days late will be docked *additional* 15 grade points, and the student will be given an “incomplete” until the assignment is received. “Incomplete” grades, until resolved, may cause academic holds to be placed on students’ GW accounts. Adjustments can be made based on illness, death in the family, and similar emergencies. (See the Grade Scale at the end of the syllabus.)

### ROLE-PLAYING SESSIONS

Several classes focused on particular countries will be held as role-playing sessions. The following sets expectations for these sessions.

Hypothetical context: An Ambassador to the UN from a particular state (also known as a leader of the country delegation) advocates for its country’s political system and its management as a model for the rest of the world. Skeptical staff member of the UN Department of Political Affairs (DPA) rebuts the presenter’s theses and arguments. The audience, which consists of Ambassadors to the UN from other countries, asks questions and makes comments addressed to both speakers. The audience then votes “Yea” and “Nay” in favor or against the presented political system as a model.

Roles: At the first meeting of the class (August 30), students will volunteer for the roles of Ambassadors of the states to be explored in the course and DPA staff members. Ambassadors and DPA staff members should work in pairs to prepare for performing their roles. The instructor will serve as a debate moderator.

Scenario: Each class dedicated to role playing will include the following:

- Address of an Ambassador of country #1 (for example, the United Kingdom) (15 minutes maximum)
- Rebuttal by a DPA staff member #1 (10 minutes maximum)
- Questions and comments from the audience (30 minutes)
- Voting “Yea” and “Nay” on the presented model and discussion of the reasons for “Yea” and “Nay” (20 minutes)
  
- Address of an Ambassador of country #2 (for example, France) (15 minutes maximum)
- Rebuttal by a DPA staff member #2 (10 minutes maximum)
- Questions and comments from the audience (30 minutes)
- Voting “Yea” and “Nay” on the presented model and discussion of the reasons for “Yea” and “Nay” (20 minutes)

Assignments: PPT presentations for both the address and rebuttal, which may include audiovisuals and notes. The Ambassadors should highlight the comparative advantages of their states’ political systems for the national economy and society as well as the world at large and show how these systems are related to

historical developments and their visions of the future. The DPA staff members will then rebut the Ambassadors' theses and arguments with reference to the same issues. The DPA staff members should receive the Ambassadors' draft presentations at least three days in advance of class (Mondays by 7:10 pm). See [Tips for Persuasive Speaking](#) and [6 Tips for Writing a Persuasive Speech \(On Any Topic\)](#). The audience should be prepared to ask questions, make comments, and finally vote in favor or against the presented political system as a model.

*Grading:* The speakers will be graded on their PPT slides (including audiovisuals and notes if available) and their oral presentations as well as responses to questions and comments (one grade per a role-playing student). Students playing the role of the audience will be graded on their attendance and participation in the debates: this grade is cumulative and will be given at the end of the course; it will reflect the quality of questions and comments as well as one's constructiveness and courteousness in class interactions.

### MODEL UN MINI-SIMULATION

The last class on December 6 will involve a Model UN mini-simulation on the topic of the refugee and migrant crisis. It is the only class that stipulates a dress code. Please see the [Tips for Dressing for Success](#). Please note that you may wear whatever you consider your national dress (for example, Indian or African dresses).

*Hypothetical context:* [The Third Committee of the General Assembly](#), which holds multilateral negotiations on a range of social, humanitarian affairs and human rights issues, discusses measures to address the refugee and migrant crisis. The objective is to build a consensus and achieve a majority vote on a UN resolution with suggestions for addressing the crisis. It is, however, possible that a strong disagreement among different groups of country [delegates](#) would not allow reconciling the language of competing draft resolutions. As a result, a consensus would not be reached.

*Roles:* Sometime in the middle of the course, students will sign up (on the first-come basis) for the roles of delegates according to the country list posted by the instructor. The instructor will serve as a Chair at the formal debate and the moderated caucus (which is a mixture of formal and informal debate).

### Scenario:

- Formal debate (approximately 35 minutes). The Chair will open the debate, accord the right to speak per the speakers' list, announce time limits for each speaker (from two to three minutes, depending on the speakers' list), and maintain order during the debate. The delegates will present their views based on their position papers and introduce major ideas for a draft resolution. See [Tips for Public Speaking](#). Once the speakers' list is exhausted, the Chair will open discussion during which the delegates can raise questions and offer comments. Interventions during this discussion period should be limited to one minute per speaker. Before the closure of the debate, the Chair will direct the delegates to negotiate at an unmoderated caucus.
- Unmoderated caucus (informal debate) (approximately 35 minutes). Delegates who are close in their positions will form alliances and discuss in groups to propose a draft resolution or several competing resolutions. See [Tips for Effective Caucusing](#).
- Moderated caucus (a mixture of both formal and informal debate: anyone may speak if they raise their placard and are called on by the Chair) (approximately 35 minutes). If there are several competing resolutions, each group will present their draft resolutions. The debate will aim at reconciling differences (if

any) among the proposed strategies and/or at improving the language of the resolution(s) intended for voting.

- Voting procedures (approximately 35 minutes). Once a motion to close debate has been approved, each of the draft resolutions is brought to the floor for voting. If there are still suggestions for amendments, they can be also voted on. A resolution that gains a majority vote will be adopted.

Assignments: A position paper on the refugee and migrant crisis and draft language for a resolution. Please see **Week 14 (December 6)** for details.

Grading: The individual position papers will be graded in the same way as other written assignments. Students will also receive additional grades for their performance at the simulation session, including presentation of their positions, participation in negotiations as part of alliances, and the quality of the resultant collective draft resolution(s). Furthermore, students' participation in this session will contribute to their overall attendance and participation grade: the latter is cumulative and will reflect the quality of questions and comments as well as one's constructiveness and courteousness in class interactions.

#### GUEST SPEAKERS

Several classes that do not involve role playing or simulation will host guest speakers, who will be confirmed close to the time of their appearance. Candidates for guest speakers include scholars from the Brookings Institution, Carnegie Endowment for International Peace, Center for Global Development, and Daniel Morgan Graduate School of National Security; staff of the US State Department and embassies of foreign countries; and former members of the US Congress and other Washington-based political institutions.

### **Weekly Coursework**

#### **Week 1 (August 30). Introduction to the course: major concepts and course overview**

##### READING

"Chapter 1. Introduction." *Cases and Concepts in Comparative Politics*, pp.2-23.

##### ASSIGNMENT (not for a grade)

Please place **by Tuesday, August 28, 11:59 pm**, your short bio and the reasons for taking this course on Blackboard, using the following link: **XXX INDICATE THE LINK ONCE THE COURSE APPEARS ON BLACKBOARD!!**

Please review the syllabus thoroughly and come to class prepared to explain your understanding of the assignments, role-playing sessions, and the Model UN mini-simulation session.

#### **Week 2 (September 6): States, nations, and society.**

##### READINGS

"Chapter 2. States." *Cases and Concepts in Comparative Politics*, pp.24-51.

"Chapter 3. Nations and Society." *Cases and Concepts in Comparative Politics*, pp.52-81.

Dusza, Karl. "[Max Weber's Conception of the State.](#)" *International Journal of Politics, Culture, and Society*, Vol. 3, No. 1 (Autumn, 1989), pp. 71-105 (available as a PDF file on Blackboard).

Klein, Joseph. "[What are identity politics?](#)" *Fox News*, video (3 minutes), published 11 December 2017.

["What Is the Left Without Identity Politics?"](#) *The Nation*, 16 December 2016 (available as a PDF file on Blackboard).

Mason, Lilitiana and Julie Wronski. "One Tribe to Bind Them All: How Our Social Group Attachments Strengthen Partisanship." *Advances in Political Psychology*, vol. 39, suppl.1, pp.257-277 (available as a PDF file on Blackboard).

NO ASSIGNMENT DUE

POTENTIAL GUEST SPEAKER: To be determined (TBD)

### **Week 3 (September 13): Democratic regimes and developed democracies.**

#### READINGS

"Chapter 6. Democratic Regimes." *Cases and Concepts in Comparative Politics*, pp.142-173.

"Chapter 7. Developed Democracies." *Cases and Concepts in Comparative Politics*, pp.174-200.

NO ASSIGNMENT DUE

POTENTIAL GUEST SPEAKER: TBD

### **Week 4 (September 20): United States.**

#### READINGS

"United States." *Cases and Concepts in Comparative Politics*, pp. 232-256.

Brzezinski, Zbigniew. "[Strategic Vision: Toward a Global Realignment.](#)" *The American Interest*, 17 April 2016.

Brzezinski, Zbigniew. "[Balancing the East, Upgrading the West: U.S. Grand Strategy in an Age of Upheaval.](#)" *Foreign Affairs*, January / February 2012 Issue.

Kagan, Robert. "[Not Fade Away: The Myth of American Decline.](#)" *The New Republic*, 11 January 2012.

Kagan, Robert. "[The Twilight of the Liberal World Order.](#)" *Brookings Big Ideas for America*, 24 January 2017.

Gehl, Katherine M. and Michael E. Porter. [Why Competition in the Politics Industry Is Failing America: A Strategy for Reinvigorating Our Democracy.](#) Harvard Business School, September 2017.

Ingraham, Christopher. "[Somebody just put a price tag on the 2016 election. It's a doozy.](#)" *Washington Post*, 14 April 2017.

Berman, Russell. "[How Can the U.S. Shrink the Influence of Money in Politics?](#)" *The Atlantic*, 16 May 2016.

Samuelson, Kate. "[7 Ideas from Other Countries That Could Improve U.S. Elections.](#)" *Time*, 26 October 2016.

**ASSIGNMENT: Memo on the US role in the world (due September 20).** Also, come to class prepared to discuss whether and why the US political system and its management may be a model for the rest of the world.

Based on the indicated readings and sources for independent research, prepare a memo on your vision of the US role in the world and measures needed to implement this vision. This assignment offers much flexibility:

1. You may assume the positions of either Zbigniew Brzezinski or Robert Kagan or, alternatively, express your own unique position (which may involve blending the two positions or drawing on alternative traditions you uncover in the course of your own research). In any case, please indicate the literature sources on which you build.
2. You may focus your memo on a particular area of US policy. Examples include bilateral relations with a particular country or region, multilateral relations involving international organizations, cybersecurity, fight against terrorism, homeland security, economic and trade relations, or promotion of democracy and human rights.
3. You may choose an addressee (or addressees) of your memo.

At the same time, you must provide clear recommendations.

#### Recommended Structure and Content

#### **MEMORANDUM**

To: [choose your addressee(s)]

From: [name of the student]

Date: [please indicate]

Re: US role in the world [indicate the focus area—for example, cybersecurity]: What is to be done?

**Executive summary:** Triggers or objectives of the memo, major argument(s) and suggestion(s) (one paragraph).

1. **Status quo:** Your understanding of the current situation, including its challenges and opportunities.
2. **The proposed strategic vision:** Your view of the US role in the world, considering long-term trends in comparative politics and the global context in which this role is being played.
3. **Actions needed:** The means of meeting the goals associated with the above-discussed US role in the world.
4. **Recommendations to US political institutions and power holders:** Your practical recommendations could refer to the US President and the White House staff, Congress, US State Department, US Department of Defense, CIA and other intelligence agencies, National Security Council, or any other US foreign policy institution.

**Conclusion:** Your assessment of feasibility of implementing your recommendations, including possible obstacles and risks if the recommendations are not followed (one paragraph).

**Word count:** [please indicate]

700-1000 words maximum (1000 words maximum, not including citations in the endnotes, using the [MLA Citation](#) rules).

Sample memos are available online and on Blackboard as attachments:

- Litvin, Daniel. "[The FP Memo: A Strategy for Business and Human Rights.](#)" *Foreign Policy*, 2 November 2009.
- Colton, Elizabeth. "[A Foreign Policy Memo for any U.S. President.](#)" *Capital at Play*, May 2014.
- Indyk, Martin S. and Kenneth M. Pollack. "[Memo to the President: Renew Diplomacy in the Middle East.](#)" *Brookings*, 5 January 2009.
- Keohane, Daniel, Stefan Lehne, Ulrich Speck, and Jan Techau. "[A New Ambition for Europe: A Memo to the European Union Foreign Policy Chief.](#)" *Carnegie Europe*, 29 October 2014.

To make sure that you have full clarity about this assignment and are on the right course in its completion, consider sharing your draft **Executive summary** with the instructor for her feedback by **Monday, September 17, 11:59 pm, at the latest**. Only final version of the assignment will be graded.

POTENTIAL GUEST SPEAKER: TBD

### **Week 5 (September 27): United Kingdom and France: role-playing session.**

#### READINGS

"United Kingdom." *Cases and Concepts in Comparative Politics*, pp. 202-229.

"France." *Cases and Concepts in Comparative Politics*, pp. 260-292.

Sources for independent research and analysis.

#### ROLE-PLAYING ASSIGNMENTS

PPT and oral presentations by students assigned to be speakers at this session (**due on Blackboard by 7:10 pm the date of the session**). Readings' review by the rest of the class to prepare for active participation in the debates.

### **Week 6 (October 4): Germany and Japan: role-playing session.**

#### READINGS

"Germany." *Cases and Concepts in Comparative Politics*, pp. 292-321.

"Japan." *Cases and Concepts in Comparative Politics*, pp. 322-353.

Sources for independent research and analysis.

#### ROLE PLAYING ASSIGNMENTS

PPT and oral presentations by students assigned to be speakers at this session (**due on Blackboard by 7:10 pm the date of the session**). Readings' review by the rest of the class to prepare for active participation in the debates.

**Week 7 (October 11): Nondemocratic regimes. Communism and postcommunism.**

READINGS

“Chapter 8. Nondemocratic regimes.” *Cases and Concepts in Comparative Politics*, pp.354-381.

“Chapter 9. Communism and Postcommunism” *Cases and Concepts in Comparative Politics*, pp.382-415.

Krastev, Ivan. “Eastern Europe's Illiberal Revolution: The Long Road to Democratic Decline.” *Foreign Affairs*, vol. 97, Iss. 3, (May/Jun 2018), pp. (available in ProQuest and on Blackboard).

Economy, Elizabeth C. “China's New Revolution: The Reign of Xi Jinping.” *Foreign Affairs*, vol. 97, Iss. 3, (May/Jun 2018), pp. 60-74 (available in ProQuest and on Blackboard).

Westad, Odd Arne. “[Has a New Cold War Really Begun?](#)” *Foreign Affairs*, March 27, 2018.

Marcus, Jonathan. “[Russia v the West: Is this a new Cold War?](#)” *BBC News*, 1 April 2018.

NO ASSIGNMENT

GUEST SPEAKER: [Dr. Yuval Weber](#), professor of the Daniel Morgan Graduate School on National Security (DMGS), DMGS-Kennan Institute/Woodrow Wilson Center fellow—to be confirmed (TBC).

**Week 8 (October 18): Russia and China: role-playing session.**

READINGS

“Russia.” *Cases and Concepts in Comparative Politics*, pp. 416-443.

“China.” *Cases and Concepts in Comparative Politics*, pp. 444-479.

Sources for independent research and analysis.

ROLE PLAYING ASSIGNMENTS

PPT and oral presentations by students assigned to be speakers at this session (**due on Blackboard by 7:10 pm the date of the session**). Readings’ review by the rest of the class to prepare for active participation in the debates.

**Week 9 (October 25): Developing countries.**

READINGS

“Chapter 10. Developing Countries.” *Cases and Concepts in Comparative Politics*, pp.480-509.

Anderlini, Jamil. “[Lunch with the FT: Mahathir Mohamad.](#)” *Financial Times*, 26 May 2017.

McArthur, John and Krista Rasmussen. “[How successful were the Millennium Development Goals?](#)” *Brookings*, 11 January 2017.

Derviş, Kemal. “[The Future of Economic Convergence.](#)” *Project Syndicate*, 12 February 2018.

NO ASSIGNMENT DUE

POTENTIAL GUEST SPEAKER: TBD

**Week 10 (November 1): India and South Africa: role-playing session.**

READINGS

“India.” *Cases and Concepts in Comparative Politics*, pp. 510-539.

“South Africa.” *Cases and Concepts in Comparative Politics*, pp. 628-661.

Sources for independent research and analysis.

ROLE PLAYING ASSIGNMENTS

PPT and oral presentations by students assigned to be speakers at this session (**due on Blackboard by 7:10 pm the date of the session**). Readings’ review by the rest of the class to prepare for active participation in the debates.

**Week 11 (November 8): Mexico and Brazil: role-playing session.**

READINGS

“India.” *Cases and Concepts in Comparative Politics*, pp. 510-539.

“South Africa.” *Cases and Concepts in Comparative Politics*, pp. 628-661.

Sources for independent research and analysis.

ROLE-PLAYING ASSIGNMENTS

PPT and oral presentations by students assigned to be speakers at this session (**due on Blackboard by 7:10 pm the date of the session**). Readings’ review by the rest of the class to prepare for active participation in the debates.

**Week 12 (November 15): International organizations.**

Please come to class prepared to relate general concepts about international organizations to characteristics and practices of a specific organization that will be the focus of your essay (see below on the essay assignment).

READINGS

Barnett, Michael and Martha Finnemore. *Rules for the World: International Organizations in Global Politics*. Cornell University Press, 2004. (Available in the WRLC Shared E-Resources Collection: <https://ebookcentral.proquest.com/lib/gwu/detail.action?docID=3138339&query=>):

- Chapter 1. “Bureaucratizing World Politics”.
- Chapter 2. “International Organizations as Bureaucracies”.
- Chapter 3. “Expertise and Power at the International Monetary Fund.”
- Chapter 6. “The Legitimacy of an Expanding Global Bureaucracy.”

Bazbauers, Adrian. [“Visions of the World Bank’s Future.”](#) *Australian Outlook*, 24 April 2017.

Igoe, Michael and Sophie Edwards. [“5 takeaways from the World Bank Spring Meetings.”](#) *DEVEX*, 23 April 2018.

Clemens, Michael, and Michael Kremer. [“The New Role of the World Bank.”](#) *The Center for Global Development Working Papers*, Working Paper 421, 25 January 2016.

Patrick, Stewart M. [“Trump, the World Bank, and the IMF: Explaining the Dog that Didn’t Bark \(Yet\).”](#) *The Council on Foreign Relations*, 11 October 2017.

Riggirozzi, Pía, Andrew F. Cooper, Rodrigo Páez Montalbán, Jessica Byron and Oliver Stuenkel. [“Re-Thinking the OAS: A Forum.”](#) *Americas Quarterly*, Winter 2015.

PROSPECTIVE GUEST SPEAKER: TBD.

ASSIGNMENT: **Essay on an international organization (due November 22).**

Based on the readings indicated above for Week 12 of the course and sources for independent research, analyze one of the international organizations and submit an essay with a strong and clear thesis offering your original insight. In the body of your essay, please address the selected organization’s strengths and weaknesses as well as its overall value for the world; make sure to incorporate your learnings from the class, including from guest speakers; and complement your analysis by succinct recommendations.

See [Strategies for Essay Writing](#), Harvard College Writing Center, Harvard University

A sample essay is available online and on Blackboard as an attachment: Sachs, Jeffrey D. [“The World Bank Needs to Return to Its Mission.”](#) *Project Syndicate*, 9 February 2018.

Recommended Structure and Content

**Title**: Please indicate the international organization (for example, “The World Bank”) and reflect the essay’s content in its title.

You should name the headings of the three sections to reflect the essay’s specific content. The expected content of each section is indicated below.

**Introduction**: thesis and argument (one paragraph)

See [Guidance on crafting thesis statements](#). Example of a thesis (based on Jeffrey Sachs’s sample essay): “The World Bank must return to its mission to end extreme poverty within a generation and to boost shared prosperity.”

See [Guidance on argument and counterargument](#). Example of an argument (a point of view supported by evidence): “The record of success in the fight against AIDS, including the important contributions to this fight by the World Bank’s president, Jim Yong Kim, prove the relevance of the Bank’s mission and call Mr. Kim to revisit one of his own great successes.”

**1. Heading: XXX: What?** Describe and analyze the international organization and provide evidence for your thesis (major part of an essay)

See [Guidance on evidence](#). Examples of evidence: economic and social statistics, public opinion polls, coverage of the selected organization by national and international media, statements of politicians and representatives of different interest groups, etc.

**2. Heading: XXX: How?** How your thesis stands up to the challenge of a counterargument.

See [Guidance on argument and counterargument](#). Example of a counterargument (based on Jeffrey Sachs's sample essay): "The Sustainable Development Goals, which include the goal of ending extreme poverty and hunger, are hardly helpful, and it is only the promotion of the private sector and support from the Wall Street that can advance development worldwide."

**3. Heading: XXX: Why?** Why your interpretation of the international organization matters: indicate its relation to a larger context and its implications for particular countries and global politics.

**Recommendations** (one or two paragraphs)

**Word count:** [please indicate]

700-1000 words maximum (1000 words maximum, not including citations in the endnotes, using the [MLA Citation](#) rules.)

To make sure that you have full clarity about the final assignment and are on the right course in its completion, consider sharing your draft **Introduction** (thesis and argument) with the instructor for her feedback by **Monday, November 19, 11:59 pm, at the latest**. Only final version of the assignment will be graded.

**Week 13 (November 29): Globalization and opposition to it. Preparation for the UN Model mini-stimulation.**

#### READINGS

[Stiglitz, Joseph E. \*Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump\*. W.W. Norton, 2018](#) (available as PDF files on Blackboard)

- Chapter 5. "The Promise of Global Institutions."
- Afterword to the 2017 Edition.

Chancel, Lucas. "[40 Years of Data Suggests 3 Myths About Globalization](#)." *Harvard Business Review*, 2 March 2018.

Lund, Susan and Laura Tyson. "Globalization Is Not in Retreat: Digital Technology and the Future of Trade." *Foreign Affairs*, vol. 97, iss. 3, (May/June 2018), pp. 130-140 (available in ProQuest and on Blackboard).

NO ASSIGNMENT DUE

**Week 14 (December 6): Model UN mini-simulation.**

#### READINGS

Kirk, Ashley. "[The Maps and Charts that Explain How Europe's Refugee Crisis Developed in 2016](#)." *The Telegraph*, 7 July 2017.

["How is the Migrant Crisis Dividing EU Countries?"](#) *BBC News*, 4 March 2016.

Poushter, Jacob. "[European Opinions of the Refugee Crisis in 5 Charts](#)." *Pew Research Center*, 16 September 2016.

Lehne, Stefan. [“The EU Remains Unprepared for the Next Migration Crisis.”](#) *Carnegie Europe*, 3 April 2018,

[“Understanding Migration and Asylum in the European Union.”](#) *Open Society Initiative for Europe*, December 2016.

[“The role of Turkey in the refugee crisis.”](#) *European Economic and Social Committee*, 8 February 2018.

[“Migration: Toward a European Agenda on Migration.”](#) *European Commission, European Union*, 2017-2018.

United Nations General Assembly Resolution 72/244. [Modalities for the Intergovernmental Conference to Adopt the Global Compact for Safe, Orderly and Regular Migration](#), resolution adopted by the General Assembly on 24 December 2017. A/RES/72/244, 22 January 2018.

United Nations General Assembly Resolution 71/1. [New York Declaration for Refugees and Migrants](#), resolution adopted by the General Assembly on 19 September 2016, A/RES/71/1, 3 October 2016.

### SIMULATION ASSIGNMENTS

- **A position paper on the refugee and migrant crisis on behalf of the country that is assigned to a student (due on Blackboard by 7:10 pm on December 6).**

This paper should build on the review of the politics of “your” country and contain the ideas on how the crisis can be resolved as well as your potential allies. The narrative should be assertive in its recommendations but diplomatic in its language. It should be also succinct (300-500 words; 500 words maximum, not including citations in the endnotes) and amenable to presenting your country’s position in two-three minutes during the simulation session. See [Guidance for Writing a Position Paper](#) and a [Sample Position Paper](#).

- **Draft language for a resolution on the refugee and migrant crisis** with suggestions for addressing this crisis.

There are three main parts to a draft resolution: the heading, the preamble and the operative section. See the [Tips for Resolution Writing](#) and [Sample Resolution](#). Bring your draft to the simulation session to be used during negotiations, which will include forming the alliances and caucusing (informal negotiations among delegates to agree on the text of a resolution intended for voting).

Anonymous program evaluation and student feedback is to be sent via a survey form that will be provided at the end of the course.

### **EVALUATION AND GRADING**

The table below recaps the assignments and learning objectives as well as deadlines. It also indicates the weights of the assignments in determining a final grade for the course.

Assignment	Learning objective(s) addressed	Deadline	Weight
<a href="#">Memo on the US role in the world</a> (with a focus on a particular policy area)	Acquire knowledge and skills needed for developing a specific position as well as expressing this position and respective	<i>September 20.</i>	20%

	recommendations in a memo. Develop an ability to relate the US political environment to other countries and the world at large.		
<u>Country-focused PPT and oral presentations and responses</u> at the role-playing sessions—either an address or its rebuttal	Collect and evaluate empirical evidence on a specific political context and analyze and highlight the comparative advantages and disadvantages of a respective political system as part of advocacy.	Dates of the presentations according to students' assignments	25%
<u>Essay on an international organization</u>	Sharpen skills for identifying strengths and weaknesses of a particular organization and for presenting analysis as an essay with a well-crafted thesis and evidence-based argument.	<i>November 22.</i>	20%
<u>A position paper on the refugee and migrant crisis</u> for the Model UN mini-simulation	Collect and evaluate empirical evidence on geopolitical positions of a country, develop a strategy / recommendations from the perspective of this country, and demonstrate advocacy skills in securing support from other countries.	<i>December 6.</i>	18%
<u>Performance during the Model UN mini-simulation</u> (presentation of positions, participation in negotiations, and the quality of a draft resolution)	Develop and demonstrate presentation, negotiation, strategic decision-making, and consensus-building skills.	<i>December 6.</i>	7%
<u>Attendance of classes and participation in discussions</u> throughout the course	Gain a conceptual and practical understanding of the political management environments and the workings of political institutions in a variety of countries. Develop an ability to compare the environments and institutions.	<i>December 6.</i>	10%

**Following is the grade scale for all GSPM classes:**

<b>Grade</b>	<b>Grading Standard</b>
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.

B	83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.
B-	80-82	You’ve completed the assignment, but you are not meeting all of the requirements.
C+	77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance, or inability to submit the assignment.

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