

**Introduction to Comparative and International Politics (GO 103-002)—Prof. Ginsberg—Ladd 307
MW 2:30-3:50 pm; Office Hours (Ladd 314) M 10:30 am-2:30 pm and W 11:30 am-2:30 pm
and by appointment; Teaching Assistant Mihaela David '10—Office Hours (Ladd 314)
MW 2:00 pm-4:30 pm, TT 2:00 pm-3:30 pm, and F 10:00 am-12:00 pm**

course listerv: go103-002-list@skidmore.edu

Four Quotes Germane to the Course

de Tocqueville: “Without comparison, the mind does not know how to proceed.”
Sodaro: In studying comparative politics, “you truly study yourself in relation to the rest of humanity.”
Confucius: “To learn without thinking is in vain; to think without learning is dangerous.”
Nau: “Learning or knowing anything requires thought and investigation, theory and fact.”

Six Course Objectives

- introduce students to the conceptual foundations and methods of inquiry in two related political science subfields—comparative government and international politics
- enhance student knowledge of different nation-states with focus on political development, political culture, and political institutions
- advance student knowledge of the evolving international order and its major players, issues, and dynamics
- investigate the relationships between comparative and international politics
- develop and improve critical thinking, analytical, and writing skills
- prepare students for advanced coursework in government and international affairs

Course Requirements

- one mid-term exam (20 percent) and one final exam (25 percent)*
- three five-page think pieces—hard copy only (15 percent each)**
- active participation (10 percent) in discussion of readings; classroom/written exercises; responses to study questions; definitions of key concepts; and strict adherence to class attendance policy

*All exams must be taken as scheduled—no exceptions.

**To assure fairness to all, there can be no late submissions of work. All deadlines are posted in syllabus. The Government Department stresses the importance of good writing skills. See attached “Writing Statement.”

Required Texts

Michael J. Sodaro, *Comparative Politics: A Global Introduction*
Henry R. Nau, *Perspectives on International Relations*

Schedule of Lectures, Reading Assignments,* and Exams

* bring scheduled reading to class; key concepts/study question responses will be assigned and are due at start of class

Part One: Introduction to Comparative Politics (Sodaro Text)

Concepts and Methods

1-25 Introduction to Comparative Politics. Ch. 1
1-27 Major Topics and Methods. Chs. 2-3
2-1 Power and States. Chs. 4-5

- 2-3 Matching Nations with States: Israel and former Yugoslavia. Ch. 6
- 2-8 Values and Institutions in Democracies, Chs. 7-8
- 2-10 Conditions of Democracy: Afghanistan and Iraq. Chs. 9-10
- 2-15 Political Participation and Political Culture. Chs. 11-12
- 2-17 Political Ideology. Ch. 13; and Britain, Ch. 16

Comparing Political Systems

- 2-22 Britain and France. Chs. 16-17
- 2-24 Germany and Japan. Chs. 18-19
- 3-1 Catch-Up and Comparative Observations
- 3-3 Russia and China. Chs. 20-21
- 3-8 Catch-Up and Comparative Observations. First think piece (hard copy) due before or by the start of class. No electronic submission.
- 3-10 Mid-Term Exam

Part Two: Introduction to International Politics (Nau Text)

Theory and War

- 3-22 Theoretical Perspectives and Levels of Analysis. Intro. and Ch. 1
- 3-24 Theory and History. Ch. 2
- 3-29 World Wars I and II. Chs. 3-4
- 3-31 During and After the Cold War. Chs. 5-6
- 4-5 Terrorism. Ch. 7
- 4-7 Catch-Up and Review.

Transnational and International Issues in Conditions of Globalization

- 4-12 Globalization in History, Theory, and Practice. Chs. 8-9
- 4-14 Trade, Investment, and Finance. Ch. 10
- 4-19 Development, Inequality, and Injustice. Chs. 12-13
- 4-21 Global Civil Society. Ch. 15. Second think piece due before or by start of class. No electronic submission.
- 4-26 Global Governance, Ch. 16 and Conclusion, pp. 536-545
- 4-28 Course Conclusions and Evaluation
- 5-3 Review for Final and Third Think Piece Assignment
- 5-7 Third Think Piece due in Dr. G.'s office before or by 4:30 pm. No electronic submission.
- 5-13 Final Exam, Ladd 307, 9:00 am-12:00pm

Instructions for Assignments

Student Participation and Contribution

Students are expected to bring the relevant reading to class each day, arrive on time to discuss reading and other assignments, and submit responses to study questions and key concepts as assigned. No unexcused absences are permitted. Missing class before Spring or Thanksgiving break in order to fly or drive home early is not permitted. Each unexcused absence beyond the first instance will result in a full letter drop in the participation grade. Three or more unexcused absences will result in a full-letter drop in the final grade. Four or more unexcused absences will result in failure in the course. If students cannot make class, for whatever reason, they are required to let Dr. G. know before the start of class by phone. Since late arrivals to class are disruptive, students are asked to arrive on time. For each late arrival beyond the first two, the student will suffer a half-letter grade drop in the participation grade. Due dates for assignments and scheduled exams, which are detailed in the syllabus, are fixed and cannot be changed. In fairness to students who meet deadlines, and to best prepare for the “zero tolerance” of late work in either graduate/law school or the workplace, no late submissions will be accepted. In order to anticipate last

minute hitches, do not wait until it is too late to print out a document. Students are asked not to send the professor their written work by electronic mail.

Exercises

Study Questions. Responses to study questions—which serve as written assignments for students and lend structure to lectures and discussions—are required as assigned. The questions are designed to encourage students to think creatively and analytically on the basis of what they have learned in the reading (or film). When you respond to study questions, explain what you mean by using examples. Be concrete. Dr. G. may require students either to submit their written responses for evaluation or to come to class prepared to discuss them. Study questions are included in the quizzes.

Key Concepts. Key concepts are building blocks in students' understanding of comparative and international politics. Dr. G. assigns key concepts for each chapter. For each key concept students should provide a brief definition, offer a date and an example when appropriate, and explain how the concept is relevant to the study of either comparative politics or international politics. Students are more apt to learn, define, and remember key concepts if they first understand the context and significance of those concepts. Students may wish to reserve a section in their notebooks for a glossary or use note cards. Students should find their definitions only in the assigned text or in the lectures (and **not** other non-course sources). Dr. G. may require students either to submit their key concepts for evaluation or to come to class prepared to define key concepts in the course of discussion. Students' knowledge of key concepts is tested in the quizzes.

Sample Definitions of Key Concepts in Comparative Politics

Define, provide example, and explain relevance to the study of CP. The more we clearly/concisely define our concepts, the more scientific our approach to CP can be, and the more we are able to use these concepts to compare and contrast different political systems across the world without normative judgments.

Comparative Politics

Definition: Comparative politics, a subfield of political science, is the systematic-empirical study of a wide variety of political systems to learn similarities/differences among governmental types, such as democracies, authoritarian systems, and totalitarian dictatorships. Some main topics of CP include: political institutions, political power, political culture, political socialization, and political parties.

Example: democracies are both liberal (US) and social (France); among nondemocracies there are semi-authoritarian (Egypt), authoritarian (China), theocratic (Iran), and totalitarian (North Korea) states.

Relevance: the purpose of comparative government is to learn more about (a) our own political system through the process of comparing, (b) other political system to ascertain differences and similarities, and (c) how different governments solve social, political, and economic problems like healthcare and climate change. CP is related to international politics: it helps us to understand the impact of the domestic politics of states on other countries (e.g., the crisis in Sudan is spilling over into other countries as refugees flee).

International Politics

Definition: International politics, a subfield of political science, refers to the political relations between states.

Example: The troubled relationship between Israel and her Arab neighbors or the peaceful relationship between the US and Canada.

Relevance: international politics has a huge impact on domestic politics, e.g., the conflict between India and Pakistan over the disputed territory of Kashmir caused a Pakistani-based terrorist organization that supports the union of Kashmir with Pakistan to attack Mumbai, India, late last year, unleashing mayhem.

Political ideology

Definition: Political ideology is a set of political beliefs held by a group of people about government and politics and activated by such activities as forming a political party, fielding candidates for office, campaigning, and engaging in voter education.

Example: Iran's theocracy; Obama's Democratic Party

Relevance: in comparative politics we compare and contrast different political systems, including political parties and their political ideologies. Every country has political parties or a political party backed by an ideology; thus, there is a basis for scientific comparison and study.

Identity

Definition: The different ways in which individuals and groups are defined in society, e.g., by religion, ethnicity, age, gender, socioeconomic class, and race

Example: Sudan is divided along identity lines: Muslims in the North, Christians and animists in the south—and thus the country is not united by a common identity and is embroiled in internal warfare (or you could refer to another country, like Belgium, which is divided by two national identities) or, conversely, Denmark has a strong sense of national identity.

Relevance: The concept is relevant to CP because identity is an important element of nation-building and a key ingredient in keeping a country united and peaceful; we can compare and contrast states across the world on the basis of the concept of identity since all states in the world have single or multiple identities.

Think pieces offer students an opportunity to write creatively, critically, and analytically about what they have learned. Thus, think pieces entail even more in-depth thought and elucidation of ideas than the study questions found at the end of the chapters. A think piece is not a research paper, but rather a thought-provoking essay that revolves around the support of creative and original ideas. Therefore, citations (numbered endnotes on the sixth page entitled “Endnotes”) should be limited to necessary support of the student's original ideas. In order to get feedback, students should consult with Dr. G. when selecting a think piece and structuring an argument. Dr. G. makes available for examination excellent think pieces of students from previous years. The Writing Center is a good place to go for critiques of draft papers. Criteria for evaluating excellence in student think pieces include

- cover page (creative title/subtitle)
- clear introduction that features a provocative argument or theme with a description of the main points around which the piece revolves
- effective delivery and overall quality of presentation
- originality, creativity, and persuasiveness
- spelling and grammar
- page numbers, margins, and paragraphs
- response to query
- accuracy of content
- clear conclusion that links back to the theme and purpose of the piece
- support of argument in body of piece with illustrative examples
- adherence to five-page length
- citation page as needed
- consultation with Dr. G.

First Think Piece Options (March 3)

- (1) What is political socialization? Why is it an important concept of/analytical tool in comparative politics? Choose one of the following options:

- A. How has your process of political socialization influenced your views towards government and politics?
- B. Choose an alter-ego your age from one of the countries we are studying. Ask how the process of his/her political socialization influenced his/her views toward government and politics?
- (2) What is the value (and what are the pitfalls) of the study of comparative politics as a subfield of political science and as part and parcel of an international affairs education?
- (3) What is an electoral system and why is it important to study in comparative government? What are proportional representation, winner-take-all single member district, and mixed electoral systems and their variants? How do they compare and differ? What are their relative virtues and pitfalls? Which system do you favor and why?
- (4) Dr. G. reserves the right to add another think piece choice.

Second Think Piece Options (April 21)

- (1) In the first half of the course we examined what makes democracies and authoritarian political systems different. Explain those differences by comparing and contrasting major governmental features of a democratic system and a semi-authoritarian or an authoritarian system that we have covered in class (France, UK, Germany, Japan, Russia, and China). In fashioning your response, draw explicitly on what you have learned of the importance of political development and political culture as explanatory contexts for understanding political systems.
- (2) In the second half of the course, we focus on how political scientists explain international politics. In consultation with Dr. G., choose any historical or contemporary international political development or event and explain its causes, using together appropriate levels of analysis and theoretical perspectives. Do not choose WWI or WWII, since we are already focusing a lot on the causes of these conflicts.
- (3) Dr. G. reserves the right to add another think piece choice.

Third Think Piece Options (May 7)

- (1) We have spent the past fourteen weeks studying the very basic concepts, methods, and content of two subfields of political science: comparative politics and international politics.

In this think piece, first define these sub-fields and explain how they together help students of international affairs understand topics of comparative or international politics that we have examined in Sodaro and Nau. then consider and respond to the following.

Freedom of speech is an essential ingredient in a democracy. It is one of the features that most distinguishes a democracy from an authoritarian or totalitarian system of government. But is it absolute? Describe and explain the comparative and international politics dimensions and implications of the publication in Denmark, by a private press, of cartoons satirically depicting the prophet Muhammed. I am interested for you to unpack this complex topic at the intersection of democracy and authoritarianism and between comparative and international politics. So it's not just your opinion that is being solicited; it is how you evaluate and analyze the problematic from the perspectives of what we have studied. Use the concepts we studied to help guide how you wish to respond.

- (2) We have spent the past fourteen weeks studying the very basic concepts, methods, and content of two subfields of political science: comparative politics and international politics.

Define these sub-fields and explain how they together help students of international affairs understand any specific topic of comparative or international politics that we have examined in Sodaro and Nau (but not the subject of your second think piece).

Be explicit about the explanatory value that comes from having a comparative AND international perspective when studying international affairs.

Sodaro Study Questions—Use Examples to Make Your Responses/Explanations Concrete

Chapter One

- What did Mark Twain mean when he wrote “the ancients stole our best ideas”?
- What are three advantages of studying comparative politics and why?
- Are democracies more peaceful than nondemocracies?

Chapter Two

- What are three major differences between democratic and authoritarian regimes?
- What are five major sources of political conflict?
- What do political left and political right mean and what are the origins of these terms?
- What is the difference between political ideology and theory?
- What are three significant observations drawn from the data in Tables 2.3, 2.4, and 2.5?

Chapter Three

- What five steps are used to test/verify a hypothesis? Explain each step.
- What are the benefits and pitfalls of a scientific/empirical approach to studying comparative politics?

Chapter Four

- What is political power?
- What is the difference between dominance and influence?
- Why is the rule of law in a democracy so important?
- What are three significant observations drawn from examining the data in Table 4.1?

Chapter Five

- What is the difference between a state and a government, a state and a nation, and a state and a sovereign state? Why are such distinctions important?
- What did Sodaro mean when he wrote, “...sovereignty isn’t what it used to be”?
- What are the purposes of a state from the perspective of Locke, Hobbes, Rousseau, and Smith?
- What are the differences between a head of government and a head of state?
- What are the different types of heads of government and heads of state?
- What are the major types of legislatures?
- What are the major types of states?
- What most contributes to the role of the military in Pakistan and Turkey?

Chapter Six

- What are the distinguishing characteristics of a people that define their identity as a nation?
- What is a nation-state and when did it originate?
- What are the major types of nationalism--both positive and negative types?

- For minority nations that are within states but retain a strong sense of national identity, what are the choices they have (or do not have) to constitute themselves as a distinct entity? Cover the entire spectrum of options.
- Why is it so hard to stitch together a single Sudanese national identity?
- What are other examples of nations without states? Explain why each nation is stateless.
- What would happen in the world if all nations received statehood? What would be the consequences?
- Why is statehood so elusive for the Kurds?
- Why has it been so difficult to date to establish a Palestinian state? What are the prospects for an independent Palestine?
- Why did Yugoslavia disintegrate in the 1990s? What are the lessons learned?

Chapter Seven

- What is the role of democratic values and respect for the rule of law in democracies?
- What are the differences between representative and direct democracy?
- Should a democracy based on freedom of expression and a free press permit or not permit publication of depictions of the Prophet Muhammad (which Islamic law forbids)?
- Do you think economic well-being (e.g., right to a job) and a clean environment (e.g., clean water) should be included in the rights guaranteed in a democracy?
- What are the impediments Egypt faces as it attempts to democratize its government?
- Should democracies encourage the development of democracy in countries where antidemocratic and militantly anti-western parties enjoy significant popularity? Or should they support semi-authoritarian or authoritarian regimes that keep these parties under control while limiting democracy for everyone else as well?

Chapter Eight

- What are the major differences between presidential, parliamentary, and mixed presidential-parliamentary systems?
- What are the main advantages and disadvantages of coalition governments?
- What are the three types of electoral systems? List pros and cons of each.
- Does the evidence support the hypothesis that PR electoral systems tend to result in higher voter turnout than plurality systems?

Chapters Nine and Ten

- What is the difference between democratization and democratic consolidation and why is the distinction important?
- What are ten conditions that help explain why and how democracies get established and endure?
- How do our ten conditions for democracy help us to explain democracy's past failures and potential for Afghanistan?
- How do our ten conditions for democracy help us to explain democracy's past failures and potential for Iraq?

Chapter Eleven

- Why are political parties an important form of mass participation in a democracy? What are their chief functions?
- What are the different kinds of political parties with examples?
- Why are interest groups an important form of mass participation in a democracy? What are their chief functions?
- What did Sodaro mean when he wrote: “precisely how interest groups function can differ markedly from one country to another.”
- Why do social movements form and what are their functions?
- What are five important features or forms of mass participation in nondemocratic regimes?
- What is the main difference between dissidence and revolution?
- What is the importance of studying political participation for students of comparative government?

Chapter Twelve

- What are the main features of political culture?
- Why is studying political socialization important for understanding political culture?
- What does human development theory posit about the relationship of socioeconomic development to democratic institutions?
- Does political culture matter to the survival of democracy?
- Why is political culture one of the most important terms in the study of comparative government?

Chapter Thirteen

- What did Dr. Sodaro mean when he wrote: “Any attempt to understand CP in the contemporary world must explore the ideological sources of political life.”
- What are the main origins, tenets, variants, and political parties who subscribe to liberalism as their political ideology?
- What are the main origins, tenets, variants, and political parties who subscribe to socialism as their political ideology?
- What are the main origins, tenets, variants, and political parties who subscribe to social democracy as their political ideology?
- What are the main origins, tenets, variants, and political parties who subscribe to fascism as their political ideology?
- What are four political orientations of modern Islam with examples?
- Given the tenets and variants of Islam, are Islam and democracy compatible?
- Where, if anywhere, do you sit along the ideological spectrum found on page 337 and why?
- Do you think there is an end of ideology now that the Cold War confrontation between capitalism and socialism is over?

Study Guide for the Country Studies

POLITICAL CULTURE AND POLITICAL SOCIALIZATION

Development/evolution of national unity—main watersheds
 Development/evolution of political system—main watersheds
 Type of political culture (consensual, conflictual)
 Main distinguishing features/characteristics of the political culture

TYPE OF POLITICAL SYSTEM (AND HOW POWER IS DISTRIBUTED)

Presidential, parliamentary, mixed, republic, monarchy (variant),
 unitary, federal, democracy (variant), authoritarian (variant), totalitarian

ELECTORAL AND POLITICAL PARTY SYSTEMS

System type, impact on distribution of power among political parties, voter turnout

Major political parties (political ideology, main distinguishing features)

EXECUTIVE POWER--Powers and functions of HOS and HOG (and his/her cabinet)

LEGISLATIVE POWER--Type (bicameral, unicameral) and powers/functions of each chamber

LAW-MAKING--How are laws made?

JUDICIARY--Highest court in the land? Functions? Is there power of judicial review?

ECONOMIC SYSTEM--Type of economic system; relationship between private and public sectors

Nau Key Concepts and Study Questions (use examples to make concrete your responses)

Introduction and

Chapter 1: See below list of key concepts by theory, level of analysis, and method of inquiry

Realist Perspective

anarchy	primacy of the state
zero sum game	hard power
international system	balance of power
hegemony and hegemonic stability	deterrence
self-defense and collective self-defense	security dilemma
rational actor	

Liberal Perspective

positive sum game	civil society
collective security	international interdependence
democratic peace	soft power
international law	IGO and INGO
civil society	collective goods
international regime	human society
global governance	transnational relations

Identity Perspective

belief	constructivism
value	identity
norm	international society

Critical Theory Perspective

feminism	Marxism
post-modernism	

Key Levels of Analysis

levels of analysis--individual, domestic, foreign policy, international systemic, global

Key Methods of Inquiry

Method, counterfactual reasoning, prisoner's dilemma, rationalist, constructivist

Introduction and

Ch. 1 Study Questions—Use Examples to Make Concrete Your Responses

What do the title and subtitle of Dr. Nau's book mean? Be explicit.

Why do we need perspectives and levels of analysis together to explain events in world politics and to draw a complete picture of world politics?

Is one perspective or method of international politics analysis better than another?

Choose any topic/event in IP and apply perspectives and levels of analysis to explain its causes.

Ch. 2—No assigned key concepts, but answer these study questions: What do realists, liberal, and identity perspectives most emphasize in explain the most important world developments from the Roman Empire and the birth of Christianity to the rise of nationalism and the nation-state in the late 19th century?

Ch. 3—concepts: hypernationalism (including irredentism), Schlieffen Plan, Triple Alliance and Triple Alliance. Answer all study questions.

Ch. 4—concept: appeasement; answer all study questions

Ch. 5—concepts: Potsdam and Yalta conferences, arms race, balance of terror and MAD, nuclear deterrence (extended and minimum), Cold War, Long Telegram, containment, decolonization, détente, nonaligned movement. Answer questions one, two, and three.

Ch. 6—concepts: clash of civilization, end of history; genocide; ICJ and ICC; Oslo Accords; jihad; terrorism. Answer all questions.

Ch. 7—concepts: ethnic cleansing; ethnic groups; global war on terrorism; Shiites, Sunnis, and Wahhabism. Answer all study questions.

Ch. 8—concepts: economic nationalism and beggar-thy-neighbor policies; GATT and WTO; globalization 1.0, 2.0, and 3.0; hegemonic stability theory; Keynesian economics; Marshall Plan; multilateral trade liberalization; Pax-Britannica and Pax-Americana;. Answer questions 1, 2, 3, and 4.

Ch. 9—read carefully/take good lecture notes; no key concepts; but answer study questions 1 and 5

Ch. 10—read carefully/take good lecture notes; no key concepts and no study questions

Ch. 12—read carefully/take good lecture notes; no key concepts and no study questions

Ch. 13—read carefully/take good lecture notes; no key concepts and no study questions

Ch. 15—no key concepts but answer all study questions

Ch. 16—no key concepts but respond to all study questions

Conclusions—no key concept but answer all study questions

POLITICAL DEVELOPMENT TIMELINES

British Political Development Timeline

1066	Norman Conquest (established a single feudal order in England)
1215	<i>Magna Carta</i>
1504-1547	Rule of Henry VIII (split with Rome, establishment of C of E)
1542	Wales joined with England
1640s	Civil War, establishment of Republic by Oliver Cromwell (see below)
1658	Restoration of Stuart Monarchy under Charles II (see below)
1688	Glorious Revolution (bloodless)
1689	Parliament selects and asks William and Mary to rule as joint sovereigns. Birth of constitutional monarchy and parliamentary supremacy
1707	Scottish union with Britain
1921	Irish Independence

British Civil War, Establishment of Republic, Establishment of a Constitutional Monarchy, 1640-1689

Up until the 1640s—House of Common consisted of knights/town mayors elected by property owners; House of Lords consisted of bishops/peers. The King held considerable power since parliament only met occasionally. He had sole authority to convene/ dismiss parliament. All acts of parliament required the King's consent, so the King had veto power over legislation. He was in control of foreign policy. The King selected his own government ministers, judges, and officials.

In the 1640s King Charles I grew isolated while parliament became more united. The monarchy was running out of money; income from taxes authorized by parliament was down and parliament was not willing to increase taxes. Parliament was against taxation without representation, a rally call of the American Revolution 130 years later. Charles I tried to circumvent parliament by dismissing it (which he had done before), but members of parliament refused to be dismissed. In 1640, when parliament was again convened, it enacted legislation that asserted its rite not to be dismissed without its own consent. Parliament placed limits on how much the King could tax and spend independently of parliament. King Charles I refused to recognize the legitimacy of parliament.

1640s— In 1642 Charles I stormed parliament. Its leaders fled before arrest. Civil War followed. Charles I called on his supporters to fight the forces loyal to parliament. Oliver Cromwell led an army of parliament and defeated the army of Charles I.

1649—Charles I was arrested and charged with crimes against the people, tried by a court of his subjects, found guilty, and publicly executed. The House of Lords and the monarchy were abolished. England became a republic. Cromwell dissolved parliament and imposed an authoritarian rule. Having had no monarchy for nine years, the English were shown that the nation could choose another system of government. When it returned, monarchy was never the same.

1658—death of Cromwell. Stuart monarchy restored under Charles II, who was expected to agree for the monarchy to develop into a constitutional monarchy. Charles II followed by his brother, James II, who tried to restore absolute monarchical powers.

1688—Glorious Revolution. James II, a Catholic, was driven from throne in bloodless revolution. Parliament invites the daughter of James, Mary, and her husband, William (both Protestants) to become the monarchs.

1689—William and Mary accept parliamentary invitation, thus acknowledging parliamentary supremacy and the beginning of constitutional monarchy. Other monarchs in Europe at the time were absolute. Parliament asserted its rite to choose the monarch because Mary was not the immediate heir to the throne.

German Political Development Timeline

Pre-1648	Holy Roman Empire (First Reich)
1648-1815	300 Germanic states under Austrian influence
1815-1870	German Confederation of 38 states
1830s-1870s	<i>Zollverein</i>
1871-1918	German Empire (Second Reich)
1919-1933	Weimar Republic
1933-1945	Third Reich
1945-1948	Occupation
1949-1989	German Democratic Republic
1949-	Federal Republic of Germany
1990	German Unification

French Political Development Timeline

1789	French Revolution
1792	Abolition of the monarchy, end of Bourbon Dynasty (<i>Ancien Regime</i>)
1789-1792	French First Republic
1799	Coup d'état led by Napoleon
1804-1814	Napoleonic Empire
1815-1830	Bourbon Restoration
1830-1848	Louis Philippe monarchy (House of Orleans)
1848-1851	French Second Republic
1851-1870	Second Empire
1871	Paris Commune
1875-1940	Third Republic
1940-1944	Occupation and Vichy Government
1944-1946	Provisional Government
1946-1958	French Fourth Republic
1958-	French Fifth Republic

Russian Political Development Timeline

1300s-1613	development and territorial expansion of Tsarist Russia
1613-1917	Russian Empire ruled by the Romanov Dynasty
1862	emancipation of the serfs (end to slavery)
1904-1905	popular uprising; Russo-Japanese War lost by Russia
1914-1918	Russia entered war on side of Britain/France; withdrew Nov. 1917
March 1917	social democratic revolution; creation of Provisional Government
November 1917	communist revolution; overthrow of Provisional Government
1917-1920	Civil War between the Mensheviks and the Bolsheviks
1921-1991	Union of Soviet Socialist Republics; Vladimir Ilyich Lenin head of CPSU
1921-1924	creation of centralized state controlled by CPSU until Lenin's death in 1924
1924-1953	CPSU leader Josef Stalin—collectivization; creation of CPE; purges
1953-1964	CPSU leader Nikita Khrushchev—de-Stalinization reforms
1956	Hungarian Revolution
1964-1982	CPSU leader Leonid Brezhnev
1968	Prague Spring
1979	Soviet invasion of Afghanistan
1985-1991	CPSU leader Mikhail Gorbachev—institutes economic/political reforms
1985	Mikhail Gorbachev became head of CPSU; introduce economic/political reforms
1991	Russian President Yeltsin foiled coup d'état against Gorbachev designed to save USSR
1992	end of USSR: creation of Russian Republic under President Boris Yeltsin with constitution based on French Fifth Republic; democratic transition commences
1993	establishment of new constitution for a mixed presidential-parliamentary system
1990s	Chechnya conflict
2000s	end of democratic transition: semi-authoritarianism; murders of journalists, other assaults on freedom of the press
2004	Vladimir Putin became President; Beslan Massacre
2008	Dmitri Medvedev became President; Putin became Prime Minister

Chinese Political Development Timeline Through 1989

221 BCE	Ch'in Dynasty, followed by Han Dynasty (206 BCE-AD 200) & other imperial dynasties
1644	Qing or Manchu Dynasty
1839-42	Opium War (forced cession of Hong Kong to Britain)
1894-1895	Sino-Japanese War (Japan took over Taiwan)
1911	Revolution ending imperial rule; creation of Republic of China under President Sun Yat-Sen and his successor, Chiang Kai-Shek, both of the Nationalists (Kuomintang Party)

1921	founding of the Chinese Community Party (CCP)
1930s	Civil War between the Communists under Mao Zedong and Nationalists under Chiang; Long March
1930s	Japanese invasion of Manchuria and plunder-occupation of parts of China
1945	end of Japanese occupation; resumption of Chinese civil war
1949	end of civil war with creation of the People's Republic of China (PRC) and the defeat of the Nationalists who fled to Taiwan (ROC)
1950s	U.S.-ROC Mutual Defense Treaty
1950s	forced collectivism of industry and agriculture
1958-59	Great Leap Forward and death of approx. 30 million due to starvation
1966-69	Cultural Revolution
1971	expulsion ROC from UN followed by admission of PRC to UN
1976	death of Mao
1978	Deng Xiaoping named CCP chairman until death in 1997; CCP abandonment of class struggle as main task
1978-present	era of economic liberalization but not political reform
1979	abrogation of U.S. defense treaty with ROC and severance of diplomatic relations in favor of recognition of the PRC
1989	Tiananmen Square student protest and repression by CCP; imposition of martial law

Japanese Political Development Timeline

1853	Commodore Perry's Opening of Japan
1868	Meiji Restoration (aristocratic, not democratic, revolution)--ended shogun rule
1870s	establishment of new political parties, including the Liberal Democratic Party in 1874
1879	occupation of Okinawa
1889	first Japanese constitution (ratified by elites)
1890	first democratic election with partial male suffrage
1895	occupation of Taiwan
1905	end of Russo-Japanese War; invasion of Manchuria
1910	occupation of Korea
1928	universal male suffrage
1930s	militarization of government; domination of the military, suppression of political parties
1937	invasion of China
1942	bombardment of Pearl Harbor and declaration of war on Japan by the U.S.
1945	dropping of atom bombs on Hiroshima and Nagasaki
1945-1952	occupation of Japan by US, trial and purge of former government's military leaders, and period of democratic transition
1947	new constitution for a parliamentary government with a constitutional monarchy and universal suffrage
1950s	democratic consolidation
1954	US-Japan Security Treaty
1950s-1980s	LDP domination and economic miracle/bubble
1990s	burst of Japanese economic bubble
2000s	era of uncertainty and severe economic crisis

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