

GOVT130-02: Introduction to Comparative Politics

Fall 2020

M/Th: 2:30-3:45 EST

Comfort of your home

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Office: Kerwin 213/Comfort of my home
Office hours: M and Th 4:00-5:00 pm EST or by appointment

Zoom for classes: Click the link [here](#).

Meeting ID: 942 7283 1078

Passcode: 593360

Zoom for office hours: Click the link [here](#).

Meeting ID: 982 9100 8009

Passcode: 998105

OVERVIEW

This course is an introduction to comparative politics (CP), which is one of the main subfields of political science. It aims to expose you to the questions, concepts, theories, and methods at the heart of contemporary CP. The course is divided into two main parts, with the first part focused on political regimes. We will investigate the differences between democracy and dictatorship, the cultural and economic determinants of regime type, and the processes by which transitions to (and from) democracy occur. The second part of the course will focus on the different ways of designing democracy and the consequences of these institutional choices for outcome like representation, accountability, and stability. We will aim to understand the differences (and why they matter) between presidential and parliamentary systems, majoritarian and proportional representation electoral systems, centralized and federal systems, and the role that parties and social cleavages play in how democracy functions. The final sessions of the class will focus on civil war and corruption as examples of ways in which (democratic) governance can break down.

A central goal of contemporary comparative politics is to study general political phenomena. We will not be memorizing the facts and details of the political systems of specific countries but rather investigating broad questions like: Does economic development cause democratization? Do proportional representation electoral systems yield higher voter turnout? Do ethnic divisions cause civil war? One thing that such questions have in common is they are concerned with assessing the *causes* of different political outcomes. As we will learn in this course, answering such questions requires building theory, forming testable hypotheses, and gathering and evaluating empirical evidence. Throughout the course we will thus be putting a heavy emphasis on understanding the scientific method and how it applies to comparative politics. This will strengthen your ability to think critically about how the political world works, a skill that will help you succeed in this class and beyond.

LEARNING OUTCOMES

Over the course of the semester, you will have opportunities to learn some of the fundamental principles and theories of political science, including learning to analyze concepts, patterns, and trends in global politics from a comparative perspective and to identify how categories of cultural differences affect political systems. Students will also gain factual knowledge of at least four political systems and develop skills in expressing themselves orally and in writing. The course will also help students develop research skills and information literacy, including identifying and using scholarly sources in their writing.

Students who successfully complete this course will be able to:

1. Demonstrate familiarity with some major questions, themes and issues in comparative politics and define key political concepts.
2. Analyze how dynamics of identity (e.g., class, race, ethnicity, religion and gender) structure political systems and govern their functioning.
3. Apply theory to specific case-studies, analyzing the relationship between economic, political and social features of political systems.
4. Locate and employ appropriate empirical evidence to evaluate claims and draw conclusions about the structures and functions of political systems.
5. Convey coherent analytical arguments about comparative politics, in writing and in speech.

CLASS IN THE TIME OF CORONA

This is going to be an unusual semester, but I am confident that it can also be an excellent one. As per a usual semester, we will have 2.5 hours of classroom instruction time each week. We will meet live and online on Zoom during our scheduled times on Mondays and Thursdays. All sessions will be recorded and posted to Canvas for those who are participating asynchronously.

I expect and encourage all students to attend regularly and come prepared to participate in live classes just as you would during a normal semester. ***If you are not in a position to do so and expect to be participating primarily asynchronously, please email me ASAP to inform me of your circumstances and we will discuss appropriate accommodations.*** I strongly discourage students who can participate synchronously to avoid “skipping class” and simply taking advantage of the recorded lectures and asynchronous participation options (described below). I feel that you will enjoy the class more and likely do better in it if you can participate synchronously, although I am committed to working with those who can’t to make the most out of the experience.

Our Monday sessions will primarily be devoted to lecture, with opportunities for questions and discussion mixed in. To make sure that we get quality interaction time, we will devote about 40 minutes of each Thursday session to a discussion, debate, or group activity designed to help you engage with and deepen your understanding of the weekly content. Our weeks will generally follow this pattern, with some exceptions (described below). With that said, life during a pandemic is still highly uncertain, which means even the best laid plans could be subject to change. Thank you all in advance for being flexible and patient. Please monitor your email and class announcements regularly for updates on any adjustments.

Please also note that the 2.5 hours of instruction per week does *not* include work that you would normally do outside of class-time, including reading, homework, exam prep, etc. Make sure you budget additional time for these important class components.

TECHNOLOGY PLATFORMS

We are going to be using three main platforms for the course.

Canvas

AU has started to transition from Blackboard to Canvas and I have switched us to Canvas based on your survey responses and what I think are its superior organizational features. Canvas is relatively straightforward and user friendly and has nice advantages (like the ability to set up weekly modules) that I think will help keep us all on the same page throughout the semester.

Every week by the end of the day *on Friday* I will post to Canvas the module for the coming week. Each module will include an overview of the coming week, including a list of the tasks that you should plan on accomplishing and by what dates. You should start each week by reading the Overview carefully, noting any deadlines, and planning on when to do the various tasks. The module will also contain everything else you'll need for the week, including supplementary readings, slides, links to recorded lectures, discussion boards, and activities you might need to prep for the Thursday discussion. The only thing that will not be in the weekly modules are the main readings from the *Foundations* textbook (see below) since you are expected to acquire that for yourself.

To logon to Canvas, go to canvas.american.edu and logon with your AU credentials.

Zoom

We will be using Zoom for our live online sessions and for office hours. I might also use Zoom for the weeks with recorded lectures. Zoom is fully integrated into Canvas. I have created recurring links for both class and office hours (see the top of the syllabus).

Zoom recordings will be stored in the cloud and they will remain there until I have reached my maximum storage capacity (which I believe is .5 or 1 GBs). I will try to keep you posted if I have to remove old recordings but if you are concerned you should be sure to save recorded sessions to your personal hard drive.

I have set the Zoom settings such that your audio and video will be off when you enter the classroom. I encourage everyone to turn their video *on* once they've joined the class, if possible. This will make the class feel more interactive and engaging for all. I especially encourage the moral support of pets, if they are not too distracting. Please do, however, keep your mics muted unless you've raised your hand and I've called on you or we're in an open discussion. Zoom has a lot of nice features that we will take advantage of during the semester, including breakout rooms and polls. We'll have a chance to familiarize ourselves with Zoom during the first session if you're new to its joys.

Kaltura

As described below, there are some weeks in which lectures will be recorded in advance and posted to Canvas. These lectures will be recorded either in Zoom or Kaltura, which is also available to all students and faculty through the University. If at any point you need to access Kaltura directly you can do so with your AU credentials.

COURSE MATERIALS

We will be using a textbook for this course, which can be purchased through the AU bookstore or Amazon. The main textbook for this course is:

- Clark, William, Matt Golder and Sona Golder. *Foundations of Comparative Politics*. Sage, 2019 (abbreviated *Foundations* in the syllabus).

If ordering the book on your own, be careful not to confuse it with another by the same authors and entitled *Principles of Comparative Politics*. That one is more advanced and detailed but otherwise follows a similar format, so it's not the end of the world if you purchase it accidentally. It might also be of interest to students seeking a more in-depth exposure to the state of academic research in the subfield, including more mathematical and quantitative approaches to comparative politics. If you are unable to obtain a copy of the textbook, please let me know immediately.

In some weeks there are other or additional readings assigned. All readings not in *Foundations* will be posted on Canvas in the appropriate module. Any additional materials, including recorded lectures, quizzes, videos, etc. will also be posted in Canvas in the module for the week. When in doubt about what you need to read or do for the week, refer to the Task List in the module for the week.

COURSE REQUIREMENTS

Participation (10%)

Participation is an important part of this course. Given the unique circumstances of the semester, I am offering two main ways to earn your participation grade.

- **Participation in live online classes (synchronous students only):** Your participation grade will mainly be based on your active engagement in our live online classes, especially during the sessions with scheduled debates, discussions, or group activities. These are meant to be fun and informative opportunities to engage with and apply material from the week to understanding timely and important topics. Please come prepared and ready to engage. You will earn an A if you contribute at least about once per class; B about once per week; C about once every two weeks; and D or F if you participate only rarely.
- **Responses to prompts (all students):** I am mindful of the fact that some of you will be participating asynchronously or might simply prefer other opportunities or modes of participation. I am therefore offering a second option for weekly participation. Every week I will post two questions on Canvas, one asking for your thoughts on the material for the week (often related to the Thursday discussion material) and one asking you to raise a question you had for others who engaged with the same material. You should plan on submitting responses (about one thoughtful paragraph in length to each question) by **EOD on Wednesday**. Additionally, you will each be assigned to respond to one other student's question, which you should do by **EOD Thursday**. You can earn up to three participation points a week (one for responding to each of my questions and one for responding to your classmate). Your total points at the end of the semester will determine your participation grade. I will also try to incorporate your thoughts and questions into the live Thursday discussion. For asynchronous students, this mode will be the basis of your participation grade. While this option is

primarily for asynchronous students, I am open to making this available to synchronous students who (for whatever reason) are reluctant to speak in class. If this is you, please email me or sign up for office hours and we can discuss the suitability of this participation mode for you.

In addition to the above, I will create an **online discussion board** where you can post thoughts and questions for each other to deepen your peer-to-peer interaction. This is meant to be a space for you to ask each other questions, share links to articles or other online content that you found relevant and interesting, share your thoughts and opinions, etc. I will **not** be grading participation on these boards, although I will monitor them and reserve the right to penalize the grade of any student who behaves in an uncivil, disrespectful, or inappropriate way on the boards. Also, please try to keep things organized for the sake of usability and usefulness—if you care going to start a new thread please check to make sure that you are not duplicating the efforts of one of your classmates.

There will be two weeks—the weeks of the **China** debate and the **Iraq** debate—where discussion board participation will be a central part of your preparation for the week; more details on that at a later date.

Midterm Paper and Exam (40%)

- **Country expert writing assignment (50% of midterm grade; 20% of overall grade):** Early in the semester, you will be asked to select a country from a list. You will complete two short writing assignments about that country, one will be part of your midterm exam and the other will be part of your final exam. Please note that you should aim to follow this country in the news and become an ‘expert’ on it during this semester. You can use your knowledge of this country to apply theories and concepts from class and also use your country knowledge to contribute to discussions. The first writing assignment will ask you to evaluate whether your country is a democracy or dictatorship. I will provide a rubric early in the semester. The paper will be 4-5 pages (double-spaced, 12-inch font, 1-inch margins) and you should post it to Canvas by **Sunday, October 11 at 11:59pm.**
- **Midterm exam (50% of midterm grade; 20% of overall grade):** The second part of your midterm exam will consist of multiple choice and short answer essay questions. The midterm exam will take place from **2-4pm on Thursday, October 13.** You will have **60 minutes** to complete the exam online during that window unless you make other arrangements with me.

Final Paper and Exam (50%)

- **Country expert writing assignment 2 (50% of final exam grade, 25% of overall grade):** For your second country expert writing assignment, you will be asked to describe the democratic institutions of your country and assess their strengths and weaknesses. A rubric will be provided in the second half of the course. This should be a 6-7 page essay (double-spaced, 12-inch font, 1-inch margins) and is due on Canvas by **Wednesday, December 2 at 11:59 p.m.**
- **Final exam (50% of final exam grade, 25% of overall grade):** The final exam is cumulative although it emphasizes material from the second half of the course. As with the midterm, it will be a combination of multiple choice and short answer essay questions and will be online. The final exam is scheduled from **2:30-5pm on Monday, December 7.** You will have **90 minutes** to complete the exam during that window unless you make other arrangements with me.

A Note on Exams

Given that both exams will be online, I have no way of restricting your access to texts, notes, and the internet. I have intentionally given you a limited amount of time for the exams so that you will likely only be able to do well if you go in prepared. You cannot collaborate with students on the exams and you cannot plagiarize. Any ideas borrowed from a source other than class notes will need to be cited (parenthetical citations with author name and year and page if a direct quote).

GRADING POLICIES

Grading scale:

94-100	A	87-89	B+	77-79	C+	60-69	D
		84-86	B	74-76	C	<60	F
90-93	A-	80-83	B-	70-73	C-		

Late papers and exams: *Late papers* will be penalized 4 percentage points per day (or 2 percentage points every 12 hours) beyond the deadline including weekends and holidays, except in the case of a verified emergency or documented medical excuse. So, say a paper is due at 11:59pm on Wednesday and would have received a 95 percent if submitted on time—that same paper would receive a 93 percent if submitted at 11:59 am on Thursday and a 91 percent if submitted at 11:59 pm on Thursday. **Late exams** will not be accepted without my permission.

Re-grading policy: You have one week after your graded work is returned to request a re-grade. You should submit a written statement to me via email explaining why you think your work deserves to be re-graded. Remember that after re-evaluating your work, your grade may remain unchanged or could be adjusted higher *or* lower.

OFFICE HOURS

I will stick around Zoom for 5-10 minutes after class to answer any immediate questions. I will also hold weekly office hours on Zoom after class on Mondays and Thursdays from 4:00-5:00 pm. To minimize your wait time, please sign up for a slot in advance by following [this link](#) to Google Sheets. You do not need a google account to access the form or sign up for a slot. Time slots are in ten-minute increments and you can reserve up to two slots/day. If you would like to meet for longer than 20 minutes, please send me an email and we can make arrangements. If you are unable to make regular office hours due to a time conflict, email me to arrange another meeting time.

UNIVERSITY POLICIES

Sharing of Course Content

Since this course will be taught online it will contain include visual or audio recordings, including live streaming. These recordings are limited to personal use and may not be distributed, sold, or posted on social media outlets without my written permission. Unauthorized downloading, file sharing, distribution of any

part of a recorded lecture or course materials or using information for purposes other than your own learning may be deemed a violation of American University's Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct). Students are not permitted to share these materials with students who are not registered for the class.

Academic Integrity Code

All students are required to follow the University's Academic Integrity Code. If you have not already done so, please familiarize yourself with the standards and requirements of the University's Academic Code of Conduct. Violations of the Code of Conduct will not be tolerated and will be reported appropriately. You can find more information about the University's Academic Integrity Code here:

<http://www.american.edu/academics/integrity/code.cfm>

In addition to following the Academic Integrity Code, I want to make it crystal clear that graded assignments must be done individually. You cannot collaborate with fellow students on any paper or exam. Since the two exams will be done remotely, you are free to use your notes and any other sources you can find but you cannot collaborate with a fellow student in any way and you cannot plagiarize.

Other Policies

All University-wide policies apply to this course. For more detailed information on the university's policies on discrimination, emergency preparedness, and academic support and access for those with disabilities, see Appendix A below.

SCHEDULE OVERVIEW

See the table below for a snapshot of our schedule for the semester. Most weeks will follow the general pattern of lecture on Monday and part of Thursday, with about 40 minutes of time on Thursday dedicated to a discussion, debate, or group activity. Exceptions to this pattern are detailed below the table.

Week	Sessions	Dates		Exception	Subject
		M	Th		
Week 1	1, 2	8/24	8/27	--	Intro and What is CP?
Week 2	3, 4	8/31	9/3	--	The State
Week 3	5		9/10	Yes	Democracy
Week 4	6, 7	9/14	9/17	--	Dictatorship
Week 5	8, 9	9/21	9/24	--	Economic/cultural explanations
Week 6	10, 11	9/28	10/1	--	Cultural explanations/regime transitions
Week 7	12, 13	10/5	10/8	Yes	China debate
Week 8	14, 15	10/12	10/15	--	Midterm review/Midterm exam
Week 9	16, 17	10/19	10/22	--	Presidentialism vs Parliamentarism
Week 10	18, 19	10/26	10/29	--	Majoritarian vs PR electoral institutions
Week 11	20, 21	11/2	11/5	--	Social cleavages and party systems
Week 12	22, 23	11/9	11/12	--	Federalism/Iraq debate
Week 13	24, 25	11/16	11/19	--	Civil War
Week 14	26	11/23		Yes	Corruption
Week 15	27, 28	11/30	12/3	Yes	Spillover and Final Review

- **Week 3:** There is only one session this week due to Labor Day. The Thursday session will primarily be live online lecture with discussion of the material in the following week.
- **Week 7:** There will be a recorded lecture this week, which will be posted on Canvas by Friday the week before. There will then be two discussion sessions for the China debate this week during our normally scheduled M and Th sessions. The class will be split into two groups, with Group 1 debating on Monday and Group 2 debating on Thursday.
- **Week 12:** There will be a recorded lecture this week, which will be posted on Canvas by Friday the week before. There will then be two discussion sessions for the Iraq debate this week during our normally scheduled M and Th sessions. The class will be split into two groups, with Group 2 debating on Monday and Group 1 debating on Thursday (note that this is the opposite of the China debate).
- **Week 14:** There is only one session this week due to Thanksgiving. The Monday session will be primarily live online lecture with the discussion of the material in the following week.
- **Week 15:** There will be two online discussion sessions (and no lecture session) this week. Monday will be for watching/discussing the extra-credit movie, discussing the material on corruption, and reviewing expectations for the second paper. The Thursday session will be our in-class review for the final.

SCHEDULE OF READINGS

The schedule below is an overview of the readings, tasks, and topics for each week. Please refer weekly to the Canvas module for detailed information.

Course Intro

Week 1 (Sessions 1 and 2): What is Comparative Politics?

Main Reading:

- *Foundations*, Chapter 1 (for Monday).
- Samuels, David. 2013. *Comparative Politics*: Chapter 1 (pp. 1-27) (for Thursday).

Discussion Prep:

- *Topic:* The scientific method, causal inference, and the “gold standard” of experiments
- Complete the short survey by end of day Tuesday.

Recommended:

- *Foundations*, Chapter 2 (for Thursday)

Part I: Political Regimes and Regime Change

Week 2 (Sessions 3 and 4): The State

Main Reading:

- Read *Foundations*, Chapter 4
- Jackson, Robert and Carl Rosberg. 1986. "Sovereignty and Underdevelopment: Juridical Statehood in the African Crisis." *The Journal of Modern African Studies* 24(1), pp. 1-31.

Discussion Prep:

- *Topic:* Does state capacity explain global variation in response to the Corona pandemic?
- Article on state capacity and Covid response (TBD, check Canvas).

Recommended Reading:

- Tilly, Charles. 1985. "War Making and State Making as Organized Crime" in *Bringing the State Back In* (eds. Peter Evans, Dietrich Rueschemeyer and Theda Skocpol): pp. 169-185.

Week 3 (Session 5): Democracy

Main Reading:

- Dahl, Robert. 1971. *Polyarchy: Participation and Opposition*. New Haven; London: Yale University Press: Chapter 1 (pp. 1-16).
- Przeworski, Adam et al. 2000. *Democracy and Development*: Chapter 1 (pp. 13-36).

There is no discussion prep this week.

Week 4 (Sessions 6 and 7): Dictatorship

Main Reading:

- Chapter 8 pp 155-174.
- Gandhi, Jennifer and Ellen Lust-Okar. 2009. "Elections under Authoritarianism" *Annual Review of Political Science* 12: 403-422.

Discussion Prep:

- *Topic:* Classifying countries as democracies or dictatorships: The case of Kenya.
- Pick country for paper assignments.
- Review rubric for first paper.

Week 5 (Sessions 8 and 9): Economic and Cultural Determinants of Regime Type

Main Reading:

- *Foundations* Chapter 5, pp. 71-89.
- Acemoglu, Daron and James Robinson. 2006. *Economic Origins of Dictatorship and Democracy*: Chapters 2-3 (pp. 15-87) (skim).
- *Foundations* Chapter 6, pp. 97-116.

Discussion Prep:

- *Topic:* Explaining Authoritarianism in Iran: Is it oil or Islam?
- Asanloo, Arzoo. 2013. "Iran," in *Case Studies in Comparative Politics* (ed. by David Samuels): Chapter 11 (pp. 407-447).

Recommended Reading:

- Ross, Michael. 2012. *The Oil Curse*: Chapters 1 (pp. 1-25) and 3 (pp. 63-109).
- Putnam, Robert, Robert Leonardi, and Raffaella Nanetti. 1994. *Making Democracy Work*: Chapters 1 (pp.3-14) and skim Chapter 4 (pp. 83-120).

Week 6 (Sessions 10-11): Cultural Determinants (continued)/Regime Transitions

Main Reading:

- *Foundations*, Chapter 7.

Discussion Prep:

- *Topic:* The role of surveys in measuring political attitudes and opinions, and what happens when questions are sensitive.
- Read "[Are Telephone Polls Understating Support for Trump?](#)" (Pew Research Center)

Week 7 (Sessions 12-13): Debate: Will China Democratize?

Main Reading and Discussion Prep:

- Mertha, Andrew. 2013. "China" in *Case Studies in Comparative Politics* (ed. David Samuels): Chapter 10 (pp. 365-406).
- Rowen, Henry. 2007. "When Will the Chinese People Be Free?" *Journal of Democracy* 18(3): 38-52.
- Pei, Minxin. 2007. "How Will China Democratize?" *Journal of Democracy* 18(3): 53-57.
- Yang, Dali. 2007. "China's Long March to Freedom," *Journal of Democracy* 18(3): 58-64.
- Cowen, Tyler "Why China May Never Democratize" available [here](#).

Week 8 (Sessions 14-15): Midterm Review/Midterm

Important reminders:

- Monday will be for midterm review; the midterm is on Thursday.
- Review the midterm review format and list of midterm IDs.
- Your first papers are due on Canvas by Sunday, 10/11 at 11:59pm.
- Email me by Sunday 10/11, 11:59pm with requested review items.

Part II: Designing Democracy

Week 9: (Sessions 16-17): Consequences of democratic institutions/Parliamentary, Presidential, and Semi-Presidential Democracies

Main Reading:

- *Foundations* Chapter 14, pp. 351-364
- *Foundations* Chapter 10

Discussion Prep:

- *Topic:* Are there perils to presidentialism?
- *Foundations* Chapter 14, pp. 379-391

Week 10: (Sessions 18-19): Elections and Electoral Systems

Main Reading:

- *Foundations*, Chapter 11

Discussion Prep:

- *Topic:* What reforms, if any, should we make to the electoral system in the U.S.? (And it's not just about the electoral college).
- Read "This voting reform solves 2 of America's biggest political problems" (Vox, available [here](#))
- Read "A new voting system could fix American democracy: Ranked-choice ballots" (NBC news, available [here](#))

Week 11 (Sessions 20-21): Social Cleavages and Party Systems

Main Reading:

- *Foundations* Chapter 12
- *Foundations* Chapter 14, pp. 374-377

Discussion Prep:

- *Topic:* Should Lebanon reform its consociational system and, if so, how?
- Lijphardt. 2004. "Constitutional Design for Divided Societies" *Journal of Democracy* 15(2): 96-109.
- Reilly, Benjamin. 2002. "Electoral Systems for Divided Societies" *Journal of Democracy* 13(2): 156-170.
- Read "How sectarianism helped destroy Lebanon's economy" (Foreign Policy, available [here](#)) and "As protests continue, Lebanon's sectarian power-sharing stalemate must end" (The conversation, available [here](#)).

Week 12 (Sessions 22-23): Federalism/Iraq Debate

Main Reading:

- *Foundations*, Chapter 13, pp. 321-332.
- Chapter 14, 377-379.

Discussion Prep:

- *Topic:* Did institutional design in Iraq contribute to the rise of ISIS?
- Dawisha, Aheed and Karen Dawisha. 2003. "How to Build a Democratic Iraq" *Foreign Affairs* (May/June).
- Brancati, Dawn. 2004. "Can Federalism Stabilize Iraq?" *The Washington Quarterly* 27(2): 7-21.
- International Crisis Group. 2012. "Déjà vu All over Again: Iraq's Escalating Political Crisis" *Middle East Report* (30 July).
- International Crisis Group. 2014. "Iraq's Jihadi Jack-in-the-Box" *Policy Briefing No. 38* (June 20).

Week 13 (Sessions 24 and 25): Civil War

Main Reading:

- International Crisis Group. 2012. "Colombia: Peace at Last?" *Latin America Report No. 45*.
- Collier, Paul. 2006. "Economic Causes of Civil Conflict and their Implications for Policy," *unpublished manuscript*.

Discussion Prep:

- *Topic:* Designing effective reintegration interventions for post-conflict societies.
- Read "Creating Jobs to End War" (Chicago Policy Review, available [here](#))
- Recommended: Blattman, Chris and Jeannie Annan. 2016. "Can Employment Reduce Lawlessness and Rebellion? A Field Experiment with High Risk Men in a Fragile State" *American Political Science Review* 110(1): 1-17.

Week 14 (Session 26): Corruption

Main reading:

- Vaishnav, Milan. 2017. *When Crime Pays*. Yale University Press. Chapters 1 and 5 (pp. 3-24 and 157-204).
- *Extra credit opportunity:* Watch [Please Vote for Me](#) (details to be provided)

There is no discussion prep this week.

Week 15 (Sessions 27 and 28): Spillover and Final Review

Important reminders:

- There is no lecture session or new reading this week.
- *Monday:* Watch/discuss Please Vote for Me, discuss corruption material.
- Review the final exam format and list of final IDs.
- Your second papers are due on Canvas by Wednesday, 12/2 at 11:59pm.
- Email me by Wednesday 12/2 at 11:59 with requested review items.
- *Thursday:* Final review

Appendix A: University Policies

Prohibition against Discriminatory Harassment

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities. If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety (202-885-2527) or the Office of the Dean of Students (dos@american.edu or 202-885-3300). Please keep in mind that all faculty and staff – with the exception of counselors in the Counseling Center, staff in the Office of Advocacy Services for Interpersonal and Sexual Violence, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident. For more information, including a list of supportive resources on and off-campus, contact OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence (www.american.edu/sexualassault, oasis@american.edu or 202-885-7070), or the Office of the Dean of Student (www.american.edu/ocl/dos).

Emergency Preparedness

In an emergency, AU will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (<http://www.american.edu/emergency/>) and the AU information line at (202) 885-1100 for general university- wide information, as well as contact their faculty and/or respective dean's office for course and school/college- specific information.

Disability Services

The Academic Support and Access Center (ASAC) supports the academic development and educational goals of all American University students and is committed to providing access for individuals with disabilities within the university's diverse community. Please contact me and ASAC as soon as possible if you would like to arrange access to disability resources and services, including for test-taking. ASAC is located in the Mary Graydon Center (MGC), Room 243 x3360 Fax: x1042 asac@american.edu M–F: 9am–5pm Website: <http://www.american.edu/ocl/asac/>