Introduction to Comparative Politics

POLITICAL SCIENCE 2053 *Introduction to Comparative Politics*. Survey of politics in democratic, post-communist, and developing societies; emphasis on major actors and institutions.

15 lessons and 2 exams. 3 hours of college credit. 11/14/2011.

**Prerequisite:** None
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How to Take an Independent & Distance Learning (IDL) Course

Contents

- Textbooks
- Other Materials
- Time Limits & Extensions
- Exams & Grading
- Refunds & Transfers
- Electronic Resources
- Contact Us

Welcome

Congratulations! By enrolling in this course, you have taken a major step toward achieving your educational goals. We would like to let you know what you need to do before you start studying and remind you of some of our procedures and rules (for a full listing, please check our website at www.outreach.lsu.edu/idl).

Textbooks

To find out which textbooks you need for the course, refer to the course syllabus. To order your textbooks, see “Where the Books Are” on page vii in this course guide. If you wish to order your books by mail, please use the “Textbook Order Form” that is enclosed in your packet of materials.

Other Materials

Check to see if you need any supplementary materials, or if you need to arrange any interviews or extra materials for projects. You can find this
How to Take an IDL Course

information by reading “Other Materials” section in the course syllabus, and then reviewing the Lesson Assignments at the end of each lesson.

Time Limits & Extensions

Start planning your timetable now. Please note the following rules concerning timing:

- You have an enrollment period of *nine months* from the date of your enrollment to complete this course. If you are an LSU student, your dean may have given you a shorter deadline. If you cannot finish your course within nine months, you can make a written request for an extension of an additional three months, provided we receive your request before your course enrollment expires. It may be possible to request a second extension. Second extensions are given when you have made progress in the course, but have encountered significant difficulty in reaching completion. For a second extension, you must make a written request, explaining your circumstances. The request must be received prior to the expiration of the first extension period. There is a fee for each extension.

- We will accept a *maximum* of three lessons every seven calendar days. There must be an interval of seven days between each set of three lessons. If you submit more than three lessons in a seven-day period, the additional lessons will be held until they are eligible, and then logged in and forwarded to your instructor for grading. If more than six lessons are received in a seven-day period, the ineligible lessons will be returned to you for resubmission.

- We recommend that you submit your first lesson and wait for your instructor’s feedback before submitting additional lessons. That way, you will know whether you have a clear understanding of your instructor’s expectations.

- We ask your instructor to grade your lessons and exams within two weeks, but during campus examination periods and vacation time, it may take your instructor longer to return your work.

- **If you are a graduating senior**, you must allow *at least* four weeks between taking your final exam and expecting your transcript to reach your university.

Exams & Grading

As soon as possible, begin to make arrangements for where you will take your examinations. To find out about your options, read the College
Examination Information in the appendix of this course guide. Then (if you do not plan to take your exam at LSU-BR), fill in the Exam Proctor Information Form in the appendix and send it to us before you start the course, so that we will have all your information prepared when you are ready to take your examinations.

Before we can send your exams to your exam proctor or allow you to take your exams in our office, we must have received all of your completed lesson assignments that precede the exam. Exams may not be taken until all of the assigned lessons have been submitted and accepted within our three-lessons-per-seven-days requirement. If an instructor grades any of your assignments as incomplete, you will not be eligible to take your exam(s) until you have completed the lessons.

Each course has its own grading scale, but for nearly all courses you must pass the final exam to receive credit for the course.

Remember that you only have one chance to take your examinations. You will not be allowed to repeat a failed exam within the same enrollment period. If you need to re-enroll in a course, please contact our office.

Typically, you will have three hours to take a three-credit-hour exam.

You should take your exam at least four weeks before you need your grade.

**Refunds & Transfers**

We hope you have enrolled in the course you wanted, but if not, you have 30 days to make a written request to receive an 80% refund, provided you have not submitted any lessons. Alternatively, you can transfer to another course, provided you make your written request within three months and pay a transfer fee. If you transfer, your enrollment period begins on the date of your original enrollment. Enrollments may not be transferred to another student.

If you want to withdraw from a course after the refund and transfer periods have expired, please let us know in writing that you have decided to drop the course. Provided that you do not sign in to take your final examination, there will be no record on your transcript to indicate that you ever enrolled in the course.
Electronic Resources

The IDL Web site (www.outreach.lsu.edu/idl) includes up-to-date information on policies and procedures as well as resources and a number of online options to help you with your course. From the enrolled students link you may check to see whether we have received a lesson or exam, find out your grades, enroll in a course, submit change of address and exam proctor forms, and locate contact information for LSU Independent & Distance Learning staff members.

Contact Us

If you need us to clarify any of our policies, let us know! We are available by phone, by mail, by fax, and by e-mail.

TELEPHONE NUMBERS

Enrolled Students
Contact your assigned Learner Specialist directly for questions and guidance. Your Learner Specialist is assigned to you based on the first letter of your last name.

<table>
<thead>
<tr>
<th>Your Initial</th>
<th>Telephone Number</th>
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<tbody>
<tr>
<td>A–C</td>
<td>225-578-7124</td>
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<tr>
<td>D–G</td>
<td>225-578-3172</td>
</tr>
<tr>
<td>H–L</td>
<td>225-578-3196</td>
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<tr>
<td>M–R</td>
<td>225-578-3185</td>
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<tr>
<td>S–Z</td>
<td>225-578-0776</td>
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General Inquiries
If you are not yet enrolled in a course but have a question about courses, use one of the following numbers.

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<tbody>
<tr>
<td>Phone</td>
<td>225-578-2500</td>
</tr>
<tr>
<td>Toll-Free Number</td>
<td>800-234-5046</td>
</tr>
<tr>
<td>Fax Number</td>
<td>225-578-3090</td>
</tr>
</tbody>
</table>
ADDRESS
Independent & Distance Learning
1225 Pleasant Hall
Louisiana State University
Baton Rouge, LA 70803-1508

E-MAIL ADDRESSES

Enrolled Students:  http://answers.outreach.lsu.edu

Independent & Distance Learning:  answers@outreach.lsu.edu
For information about College Independent & Distance Learning

Web Site:  iswebmaster@outreach.lsu.edu
Comments or questions concerning Independent & Distance Learning’s Web site
Where the Books Are

Contents

✓ General Textbook Information
✓ LSU Online Bookstore
✓ Local Baton Rouge Bookstores
✓ Other Online Options

General Textbook Information

You must buy your own textbooks and other supplies. The bookstores listed below stock the textbooks used in LSU Independent & Distance Learning courses. If the books are not available from one of the following bookstores, they may be available from the publisher, online vendors, or from other local booksellers.

Other required materials for your course such as calculators, binders, etc., may be purchased locally.

Secondhand and paperback copies of textbooks are often available. If secondhand or paperback books are desired, make that request at the time the order is placed.

You must use the edition of the textbook specified by the course guide! Please do not ask if an alternate book is available. Always order using the ISBN provided in the syllabus to insure that you have the correct materials.

All of the bookstores listed below are independently owned and operated; they are not operated by Louisiana State University or LSU Independent & Distance Learning. Please be aware of refund and buy-back policies before you make your purchase.

LSU Online Bookstore

Specialty Books is the official bookstore for LSU Continuing Education. To order your textbooks online, go to www.specialty-books.com/LSU and follow the instructions provided.
Where the Books Are

**Specialty Books**
6000 Poston Road
Athens, OH 45701
800-466-7132
www.specialty-books.com/LSU

**Note:** Specialty Books is not a part of LSU; any questions or concerns should be directed to their representatives.

**Local Baton Rouge Bookstores**

The following Baton Rouge bookstores also carry course materials and textbooks:

**Chimes Textbook Exchange** (Gonzales location)
432 N. Burnside Avenue
Gonzales, LA 70737
800-925-1704 (toll-free)
E-mail: Chimestext@eatel.net

**Chimes Textbook Exchange**
268 W. Chimes St.
Baton Rouge, LA 70802
225-383-5161
www.chimestext.com

**Co-Op Bookstore**
3960 Burbank Dr.
Baton Rouge, LA 70808
225-383-9870 or 866-383-9870 (toll-free)
E-mail: books@coopbookstore.com
www.coopbookstore.com

**Note:** Always order using the ISBN provided in the syllabus to insure that you have the correct materials. These bookstores carry a wide variety of books that are used in on-campus and IDL courses. Be sure to indicate that you are ordering a book for an independent study course.

**Other Online Options**

Books may also be obtained from any vendor that sells college-level textbooks, including online booksellers, university bookstores, and publishers, but you must purchase the correct edition of the textbook(s). Independent & Distance Learning does not sell textbooks (any exceptions are specifically indicated in
your course guide), so please do not send money for textbooks to Independent & Distance Learning.

You must use the correct edition of the textbook, as specified in your course guide. Please take care to provide the correct information about the author, title, edition, ISBN, and date of publication when ordering your books. If complete information is not given when the order is placed, the wrong edition may be sent.

The best way to make sure that you order the correct textbook is to order by the ISBN provided in the syllabus.

For additional information on ordering books from online book vendors, visit our website at http://idl.lsu.edu/bookvendorsonline.asp?nid=106.
Syllabus

POLI 2053—Introduction to Comparative Politics

✓ Textbooks
✓ Nature and Purpose of the Course
✓ Working with the Course Material
✓ Preparation of Lesson Assignments
✓ Contact Information
✓ Examinations and Grading Policy
✓ Transcript Information
✓ Examination Proctors

Textbooks


In addition to the required textbook, internet access is required for this course.

It is recommended that you buy your textbooks as soon as possible. If you wait, you may not be able to find the correct textbook. During the nine months that you have to complete the course, a revised version of the course may be released. If the newer version of the course uses a more recent edition of the textbook or a different textbook from the one required by the version that you are enrolled in, you may have difficulty getting the textbook that you need for your version of the course. For that reason, you should buy your textbooks as soon as possible.

If you have trouble finding a book, check the list of recommended bookstores on the IDL website and order by the ISBN, not the title. If you are outside of the Baton Rouge area and try to buy your textbook locally or from an online bookstore and have difficulty locating the correct textbook or the required edition, please call one of the recommended bookstores. These bookstores try to maintain an inventory of all IDL textbooks. Be sure to specify
that you need a textbook for the Independent & Distance Learning version of the course and **verify the ISBN number** to make sure you get the correct edition of the textbook.

**Nature and Purpose of the Course**

This is a survey course in which we will examine the history, political institutions, and political culture of countries from all over the world. The course is divided into three sections: the industrial democracies, the post-communist countries, and the developing world. Students will be asked to take a comparative approach to studying these different countries, meaning that the strongest lessons will be sure to explicitly draw comparisons between the various countries we cover.

“He who knows one country knows none.”
-Friedrich Muller

-Rudyard Kipling

**Working with the Course Material**

**Part I - The Industrial Democracies**

The first section of the course focuses on the industrial democracies. Students will take a comparative approach to studying the political institutions and cultures of the various countries.

The Industrial Democracies are covered in Lessons 1–7. Read the corresponding chapters for each lesson.

Lesson 1: Seeing New Lands, Seeing With New Eyes (Read Chapter 1, pages 3–18)

Lesson 2: The Industrialized Democracies (Read Chapter 2, pages 21–42)

Lesson 3: The United States (Read Chapter 3, pages 45–62)

Lesson 4: Great Britain (Read Chapter 4, pages 65–97)

Lesson 5: France (Read Chapter 5, pages 101–134)

Lesson 6: Germany (Read Chapter 6, 139–168)

Lesson 7: The European Union (Read Chapter 7, pages 173–192)
Part II - The Crisis of Communism

The second part of the course examines current and former communist regimes. Students should pay close attention to how and why Communism took hold in China and Russia. Additionally, students should be able to identify some of the reasons that the Soviet Union collapsed, while the Chinese system of government survived. Finally, it is important to be able to discuss the current state of democracy in Russia and some privatization of the Chinese economy.

The Crisis of Communism is covered in Lessons 8–9. Read the corresponding chapters for each lesson.

Lesson 8: Russia and Eastern European Communism (Read Chapters 8 and 9, pages 197–257)

Lesson 9: China (Read Chapter 10, pages 261–292)

Part III - The Less Developed Countries

The third part of the course examines the developing world. Although these countries are from many different parts of the world and are very diverse in nature, most of them share a common legacy of being colonized by the West. In this section, students should think about some of the challenges that the Developing World faces.

The Less Developed Countries are covered in Lessons 10–15. Read the corresponding chapters for each lesson.

Lesson 10: The Less Developed Countries (Read Chapter 11, pages 297–321)

Lesson 11: India (Read Chapter 12, pages 325–359)

Lesson 12: Iran (Read Chapter 13, pages 363–391)

Lesson 13: Iraq (Read Chapter 14, pages 395–425)

Lesson 14: Nigeria (Read Chapter 15, pages 429–460)

Lesson 15: Mexico (Read Chapter 16, pages 463–498)

Preparation of Lesson Assignments

Remember, this course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks. That means that each lesson in this course equals nearly a week of course work and will require the same time and effort on your part. Do not expect to complete each lesson in a single study session.
Syllabus

In order to receive the most rapid service, mail each lesson in one of the addressed envelopes as soon as the lesson is completed or use the electronic submission option (see Electronic Submission Options in the appendix for additional information).

General Instructions

A large part of the instructional process is conducted through the lesson assignments that are located at the end of each lesson. Follow the steps listed below when mailing assignments.

1. Type or write in ink on one side of 8½” by 11” paper, leaving a one-inch margin on both sides for instructor notes. Do not tear pages from a spiral notebook.

2. Put your name, enrollment number, course number, and lesson number at the top right hand corner of each page. Number your pages 1 of __, etc.

3. Make a copy of your lessons in case any of them are lost in the mail.

4. Complete a lesson cover sheet (located in your course packet) for each lesson, and fold it so that your address is on the outside.

5. Submit one lesson per envelope. Failure to follow this procedure may result in your lesson not being recorded for grading and will require resubmission.

6. For each lesson, place the corresponding label on the envelope, and mail or bring to the IDL office.

7. Your lessons will be recorded according to the date received in the IDL office, not the date you mailed them.

8. IDL will only accept three lessons every seven calendar days.

Follow any additional instructions listed below.

Course Specific Instructions

This course consists of fifteen lessons, and each lesson includes a lesson assignment that will be graded. The lesson assignments contain identification items and essay questions. Responses to identification items should be three to five sentences each, and each essay response should be one to three typed, double-spaced pages, using a reasonable font size and margins (preferably 12 point Times New Roman font with 1 inch margins on all sides). Legibly handwritten assignments will also be accepted and should be 250–550 words in
length. Your essay answers should include a pertinent, descriptive answer and an analysis of the topic’s significance.

Lesson objectives, key terms, a lesson introduction, and a reading assignment are provided in each lesson to focus your attention on the most significant information of the lesson and to promote a clear understanding of the subject matter. The lesson objectives provided at the beginning of each lesson will alert you to key points to look for as you read the text. Also, define the key terms presented at the beginning of each lesson; they will provide you with a basic understanding of the material and render future readings easier. I have also included a self-check portion for every lesson. The website address given for the self-checks will bring you to the textbook companion website. Follow the instructions to select the appropriate chapter for each lesson. Students should review self-checks to ensure they understand the lesson. Careful examination of the self-check assessments are an easy way to gradually prepare for the exams.

The steps below are designed to help you complete your lesson assignments correctly:

1. Your answers should be well organized; poor organization of your paper will result in a lower grade.
2. A good essay is easy to understand. Thus, it would benefit you to provide clear, concise, and comprehensive answers to all questions. Do not waste words. Remember that the length of your answer is not as important as what you are saying and how you say it.
3. Proofread your answers. Grammar and spelling errors should be avoided.
4. When in doubt regarding rules or procedures to be followed concerning your course, consult the “How to Take an Independent & Distance Learning Course” section on pages iii–viii of this course guide or submit questions with your lesson assignments.

Suggested Study Techniques

Carefully study the textbook, study guide material (if applicable), additional resources provided, and the information in your course guide before you begin to prepare the lesson assignments. This study should include a detailed examination of the illustrative problems and examples, as well as the assigned reading. After a lesson assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.

Review your lesson assignments after they have been graded and returned to you. LSU Independent & Distance Learning suggests that you wait for your first lesson to be returned to you before you submit subsequent lessons; however, after the first lesson, it is normally not necessary to wait for the corrected lesson assignment to be returned before completing and submitting the next one.
Syllabus

One temptation you may have in an independent study course is to rely too heavily on textbook material when preparing your lesson assignment. If you give in to such a temptation, you may not realize until exam time that the perfect response you prepared was possible only because you repeatedly referred to the textbook without really learning or understanding the material. Therefore, you should attempt each assignment without referring to the textbook, and if “thumbing back” is necessary, be sure you have actually learned the point rather than merely reflected it in the answer.

Put yourself on a definite schedule. Set aside a certain block of hours per day or week for this course and work in a place where distractions are minimal. Try to submit a lesson each week or at least every two weeks. Delays in submitting lessons usually result in lagging interest and the inability to complete the course.

Academic Integrity

*LSU Independent & Distance Learning adheres to Louisiana State University’s policy on academic misconduct. This policy defines plagiarism as follows:*

“Plagiarism” is defined as the lack of citation or the unacknowledged inclusion of someone else’s words, structure, ideas, or data. When a student submits work as his/her own that includes the words, structure, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. Failure to identify any source (including interviews, surveys, etc.), published in any medium (including on the internet) or unpublished, from which words, structure, ideas, or data have been taken, constitutes plagiarism; Plagiarism also includes:

Falsifying or fabricating any information or citation in any academic exercise, work, speech, thesis, dissertation, test, or examination.

Submission of essentially the same written assignment for two courses without the prior permission of the instructors.¹

Contact Information

If you need to contact your instructor concerning your lesson assignment, you may include a note with your completed assignment, or you may email him or her at MyInstructor@outreach.lsu.edu. Your instructor does not have an office within the Independent & Distance Learning building. Instructors only answer questions related to course content. Please direct all other questions to our Learner Services office by emailing Answers@outreach.lsu.edu or by calling 800-234-5046.

Examinations and Grading Policy

Your final course grade will be determined by your performance in three areas: (1) fourteen lesson assignments, (2) a mid-course examination, and (3) a final examination. The first lesson assignment will be graded and returned to you, but this grade will not be used in computing your final course grade. It represents a chance for you to get feedback on your lesson assignments and grow accustomed to what the instructor’s expectations are. Your grades on the remaining fourteen lessons will count toward computing your final course grade.

Provided you pass the final examination, your course grade will be based on the following components.

Grading Scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Assignments</td>
<td>45%</td>
</tr>
<tr>
<td>Mid-Course Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

The mid-course exam covers Lessons 1–7; the final exam covers Lessons 8–15. Both the mid-course and final examinations will contain three sections: multiple-choice questions, short answer/identification items, and essay questions. Each exam will be worth 100 points.

The mid-course and final exams will primarily focus on (but will not be limited to) your understanding of each lesson’s objectives and key terms. Because the lesson assignments also focus on these points, you may want to use these assignments as a foundation for preparing for the mid-course and final exams.

Each examination and lesson assignment will be graded on a scale of zero to 100. All lesson assignment grades will be averaged and the grade average that results will be worth 45% of your final course grade. Your mid-course exam
grade will be worth 25% and your final exam grade will be worth 30% of your final grade in the course.

**YOU MUST PASS THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE.**

If you have any questions about grading procedures and/or standards, include your inquiries with lesson assignment submissions.

**Transcript Information**

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request *in writing* to:

Office of the University Registrar  
Louisiana State University  
Thomas Boyd Hall  
Baton Rouge, LA 70803  
Phone: 225-578-1686  
FAX: 225-578-5991

**Examination Proctors**

If you are not going to take your exam at LSU–Baton Rouge, notify us of your proctor by sending the completed Exam Proctor Information Form located in the appendix of this course guide to the Independent & Distance Learning office.

Please read the College Examination Information document in the appendix of this course guide for further details.
Lesson 1: Seeking New Lands, Seeing with New Eyes

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Describe the political science sub-discipline of comparative politics
✓ Define the basic concepts of power, government, state, nation, and regime
✓ Classify countries based on the characteristics described in Chapter 1 of your textbook
✓ Describe the characteristics of strong and weak states and identify examples of such states

Key Terms

Communist, constitution, democratization, globalization, imperialism, industrialized democracy, interest group, international political economy (IPE), nation, newly industrialized countries (NICs), political culture

political party, politics, power, regime, sovereignty, state, strong state, systems theory, third world, totalitarianism, weak state

Lesson Introduction

This lesson is designed to introduce the ideas and concepts that will be explored throughout the course. In Chapter 1, the author provides the vocabulary and analytical tools used by political scientists in the study of political systems. The comparative method focuses on the internal organization of political life in countries and then uses this information to draw comparisons between countries. One objective of this course is to better understand how
Lesson 1: Seeking New Lands, Seeing with New Eyes

and why different countries have opted for different approaches to the resolution of their problems. This course will attempt to evaluate the performance of different approaches to the organization of political life.

Reading Assignment

Hauss, Chapter 1, pages 2–18

Self Check

The following online resource contains practice exercises, enrichment activities, and links to additional information. These exercises are not required and will not be graded. Although you will be prompted to submit completed exercises to the instructor via email, do not submit any exercises completed online.

Web site address:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495833215&token=

At the URL above, select the appropriate chapter from the drop-down menu located near the top of the screen. Chapter Resources are listed at the top of the vertical menu to the left of the screen.

Follow the “Tutorial Quiz” link and select a display preference. Click on the “Start Assignment Now” button, answer the multiple-choice questions, and select the “Enter Answers” button at the bottom-right corner of the screen. Two links will appear on the right half of the screen. If you want to see the status of your answers or to correct any answers that were labeled “Incorrect,” choose to continue working on the quiz. If you do not want to return to the quiz, choose the “End Quiz and View Summary” option to view the results. Do not email or submit your results.

Other links in Chapter Resources include crossword puzzles, flash cards, and a glossary—all beneficial tools for studying the important terms and concepts presented in each chapter.
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. state
2. nation
3. government
4. supranational institution

Note: You are expected to use the above terms listed in Part I correctly for the duration of the course!

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. Charles Hauss begins his book with a very important question for any introductory level course, “What is Comparative Politics?” What goal do all comparative political science professors have in common, despite our many differences? How do we go about studying the topic of comparative politics? (25 points)

6. How have supranational institutions and global pressures reduced the sovereignty of nation-states? What positive and deleterious effects do you think this loss of sovereignty will have in the twenty-first century? (30 points)

7. What are the different types of states and what are their characteristics? Provide examples of each type of state. (25 points)
Lesson 2: The Industrialized Democracies

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Describe the development of democracy in industrialized democracies
✓ Describe the basic economic and political features of the industrial democracies
✓ Compare and contrast presidential and parliamentary democratic systems
✓ Analyze the roles of political culture in the evolution and maintenance of democracy and evaluate the comparative importance of those roles
✓ Identify and analyze the significance of domestic and global pressures on democratic states
✓ Correctly place families of parties in industrial democracies on the ideological continuum from left-right

Key Terms

- bureaucracy
- cabinet responsibility
- Catch-all parties
- cleavage
- Communist Party
- electoral system
- fascism
- first-past-the-post system
- integrated elite
- interest group
- interventionist state
- iron triangle
- laissez-faire
- legitimacy
- nationalization
- postmaterialist
- proportional representation
- realignment
- single-member district
- vote of confidence

Lesson Introduction

In Chapter 2, Hauss defines democracy and describes the predominant characteristics of a democratic state. While industrialized democracies have
many common characteristics, each functions in a different way. Here, the
differences between the presidential and parliamentary systems of
representation are discussed in detail. The terminology introduced in this
chapter is used in subsequent chapters on Great Britain, France, and Germany.
Study the terms carefully and think about the significance of the systems and
ideas introduced in this chapter.

Reading Assignment

Hauss, Chapter 2, pages 21–43

Self Check

The following online resource contains practice exercises, enrichment
activities, and links to additional information. These exercises are not
required and will not be graded. Although you will be prompted to submit
completed exercises to the instructor via email, do not submit any exercises
completed online.

Web site address:

http://www.wadsworth.com/cgi-
wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495833215&token=

At the URL above, select the appropriate chapter from the drop-down menu
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submit your results.

Other links in Chapter Resources include crossword puzzles, flash cards, and a
glossary—all beneficial tools for studying the important terms and concepts
presented in each chapter.
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. legitimacy
2. proportional representation
3. civic culture
4. cleavage

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. The first third of this course focuses on the industrial democracies. What are the basic political and economic features of the world’s democracies? What did political theorists such as Thomas Hobbes and John Locke see as the role for the modern state? What are some of the challenges that these societies faced when they underwent their democratic transition? (30 points)

6. What are the major types of political parties in contemporary industrialized democracies, and what are the major differences between them? Provide examples of each type of party. What groups of people typically support these parties? What are the relatively new postmaterialist parties and what do they believe? (25 points)

7. What are the key differences between presidential and parliamentary systems, and what impact do the differences have on either the ability of people to influence decision making or the way public policy is made? (25 points)
Lesson 3: The United States

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Describe the USA using the terms and concepts from the first chapter of your textbook
✓ Analyze reasons for political differences between the USA and other countries
✓ Describe the basic steps in the evolution of American government, politics, and political culture
✓ Describe the institutional design and the legislative process in the United States (this sets a baseline for comparison with the other industrial democracies in the subsequent chapters)
✓ Analyze the political parties and party system in the United States
✓ Identify where the American parties fall on the ideological spectrum described in Chapter 2

Key Terms

- checks and balances
- civic culture
- constitutional limits
- decentralization
- devolution
- division of powers
- federalism
- gridlock
- incremental
- individualism
- judicial review
- new left
- new right
- separation of powers
- unitary state

Lesson Introduction

In this lesson, the history and government of the United States of America is presented as an introduction to the various forms of political systems. America is used as an example not only because it is likely the system most familiar to you, but also because the system is unlike almost every other political system in the world. The author discusses how the values of the society have affected the evolution of the political system. You will need to focus on the central concepts
Lesson 3: The United States

of this chapter: constitutional limits on government power and decentralization of power. Understanding these concepts will be useful when you begin comparing countries. The author also continues a discussion of strong states, those which demonstrate an ability to effectively make and implement public policy, and weak states, those wherein government officials have less control over the political process.

Reading Assignment

Hauss, Chapter 3, pages 45–63

Self Check

The following online resource contains practice exercises, enrichment activities, and links to additional information. These exercises are not required and will not be graded. Although you will be prompted to submit completed exercises to the instructor via email, do not submit any exercises completed online.

Web site address:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=978049583215&token=

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Other links in Chapter Resources include crossword puzzles, flash cards, and a glossary—all beneficial tools for studying the important terms and concepts presented in each chapter.
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. federalism
2. separation of powers (checks and balances)
3. individualism
4. new right and new left

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. Describe the three branches of the United States federal government. What institutions compose them and what functions does the Constitution give them? How are people elected or appointed to the American Presidency, the House of Representatives, Senate, and Supreme Court? What effect does separation of powers have on the legislative process in the United States? (30 points)

6. The first decade of the 21st century revealed that there is a pretty even split in the United States between Republicans and Democrats. What events have shaped the ideological position of the two dominant American political parties, and where do the American parties fall on the ideological continuum? Who were the core supporters of Republicans/Democrats in the 2000, 2004, and 2008 presidential elections? (25 points)

7. Charles Hauss begins the American chapter by saying that the politics in the United States is both “important and unusual.” What are some of the features Hauss provides of this so-called American exceptionalism? (25 points)
Lesson 4: Great Britain

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Identify the elements and sequences of events and analyze the significance of those factors in the evolution of British government and political culture
✓ Identify evidence of changes in Britain’s place in the world since the end of World War II and analyze the results of policy decisions made to deal with those changes
✓ Explain connections between Thatcher’s political achievements and the changes that led to New Labour
✓ Describe the political culture in the United Kingdom and some recent challenges the culture has faced

Key Terms

backbenchers Labour
Beveridge Report Liberal Democrats
Blair, Tony Maastricht Treaty
collectivist consensus parliamentary party
Conservatives/ Tories shadow cabinet
corporatism Thatcher, Margaret
devolution Third Way
euroskeptic white paper
first past the post

Lesson Introduction

Although Great Britain was the dominant industrial and maritime power of the nineteenth century, the UK’s strength was seriously depleted during the first half of the twentieth century due to the two World Wars. In the second half of the twentieth century, the world witnessed the dismantling of the Empire and the UK rebuilding itself into a modern and prosperous European nation. As one of five permanent members of the UN Security Council and a founding member of NATO, the UK pursues a global approach to foreign policy.
Lesson 4: Great Britain

In the first of ten case studies outside of the United States, this lesson will cover the British government and the parliamentary model under which it operates. In Chapter 4, Hauss describes the gradual development of the British system and the decision-making structure that has resulted. The development of the British system is referred to as *gradualism*, a key concept that will be revisited in future chapters. British concerns about European integration and its implications on normal sovereignty are also addressed in this chapter.

Reading Assignment

Hauss, Chapter 4, pages 65–99

Self Check

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Other links in *Chapter Resources* include crossword puzzles, flash cards, and a glossary—all beneficial tools for studying the important terms and concepts presented in each chapter.
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. Magna Carta
2. collectivist consensus
3. devolution
4. euroskeptic

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. Identify and describe the institutions that make up the British state. What are their functions and responsibilities? How are people elected to both houses of the legislature? (30 points)

6. Compare the legislative process in Great Britain with that of the United States. Who has an easier time getting legislation passed, the president in the United States or the prime minister in Great Britain and why is this the case? What is a 3-line whip and why is it important? (25 points)

7. David Cameron ascended to the office of Prime Minister as a result of the 2010 Parliamentary elections in the United Kingdom. Although the Tories’ victory was not a surprise after 13 years of Labour government, the manner in which they won was a bit of a shocker for comparative politics scholars. Use the internet to locate news articles about the May 6, 2010 election in Great Britain (your book was published before this) and explain why the result was surprising. Hint: It has something to do with how members of Parliament are elected to the House of Commons. (25 points)
Lesson 5: France

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

- Analyze the strength and importance of the divisions within French society based on class, religion, ideology, and geography
- Describe the apparent causes and effects of the instability of French politics during the Third and Fourth Republics
- Identify which provisions of the Fifth Republic’s constitution were designed to create stability where instability had been ubiquitous, and explain how those provisions were to work
- Describe the differences in procedures and results between proportional voting and the “first-past-the-post” plurality
- Be able to place the French political parties on the ideological continuum from left-right
- Compare and contrast the French political culture with that in the United States and Great Britain

Key Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
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<tbody>
<tr>
<td>autogestion</td>
<td>Majority (UMP, RPR)</td>
</tr>
<tr>
<td>Chirac, Jacques</td>
<td>National Front</td>
</tr>
<tr>
<td>cohabitation</td>
<td>National Assembly</td>
</tr>
<tr>
<td>De Gaulle, Charles</td>
<td>pantouflage</td>
</tr>
<tr>
<td>ENA</td>
<td>proportional representation</td>
</tr>
<tr>
<td>events of May</td>
<td>single-member district</td>
</tr>
<tr>
<td>grandes écoles</td>
<td>two-ballot system</td>
</tr>
<tr>
<td>incompatibility clause</td>
<td>Socialist Party</td>
</tr>
<tr>
<td>interventionist state</td>
<td>Union for French Democracy</td>
</tr>
<tr>
<td>iron triangle</td>
<td>(UDF)</td>
</tr>
</tbody>
</table>

Lesson Introduction

The Fifth Republic of France represents a regime that developed not as a result of gradualism, as did Great Britain, but by design. The mixed parliamentary-presidential model was created to reduce the legislative gridlock that
Lesson 5: France

characterized the Third and Fourth Republics. A key question explored in
Chapter 5 is whether restructuring a political system can change the behavior of
participants (citizens, parties, interest groups, etc.). Did constitutional
reengineering create the stability and reduce the partisanship of previous
regimes? Other issues of importance discussed are the centralization of
authority, the role of the bureaucracy, and political power sharing during
periods of “cohabitation.”

Reading Assignment

Hauss, Chapter 5, pages 101–137

Self Check

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activities, and links to additional information. These exercises are not
required and will not be graded. Although you will be prompted to submit
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the “End Quiz and View Summary” option to view the results. Do not email or
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Other links in Chapter Resources include crossword puzzles, flash cards, and a
glossary—all beneficial tools for studying the important terms and concepts
presented in each chapter.
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. Charles De Gaulle
2. iron triangle
3. grandes écoles and ENA
4. cohabitation

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. Identify and describe the main institutional features of France’s Fifth Republic. How are people elected to the various political offices? What powers do these elected officials have? How is the Fifth Republic different than its predecessors the Third and Fourth Republics? (30 points)

6. Compare the legislative process in France with that in Great Britain. Who has an easier time getting legislation through the legislature, France’s president or Great Britain’s prime minister? What is cohabitation? (25 points)

7. The debate over the Muslim head scarf has been a hot topic in French politics. What are some of the reasons the book has given for the French wanting to ban the head scarf in public places such as schools? Can you identify any parallels to the head scarf debate in France in the United States or Great Britain? (25 points)
Lesson 6: Germany

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Trace the history of democratic regimes in Germany and offer defendable explanations for their failures and successes
✓ Identify differences and similarities between the states, regimes, and political cultures of West Germany, East Germany, and the current united Germany
✓ Describe the political party spectrum in Germany and identify the roles played by major parties in governing
✓ Describe the institutional arrangement of the contemporary German State
✓ Describe the German political culture

Key Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adenauer, Konrad</td>
<td>Greens</td>
</tr>
<tr>
<td>Basic Law</td>
<td>German Democratic Republic</td>
</tr>
<tr>
<td>Bundesbank</td>
<td>grand coalition</td>
</tr>
<tr>
<td>Bundesrat</td>
<td>Kohl, Helmut</td>
</tr>
<tr>
<td>Bundestag</td>
<td>Mixed-member proportional system</td>
</tr>
<tr>
<td>CDU/CSU</td>
<td>Party of Democratic Socialism</td>
</tr>
<tr>
<td>chancellor democracy</td>
<td>proportional representation</td>
</tr>
<tr>
<td>constructive vote of no confidence</td>
<td>Schroeder, Gerhard</td>
</tr>
<tr>
<td>corporatism</td>
<td>SPD</td>
</tr>
<tr>
<td>Free Democratic Party</td>
<td>two and a half party system</td>
</tr>
<tr>
<td>faulted society</td>
<td>Weimar Republic</td>
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<tr>
<td>Federal Republic of Germany</td>
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</table>

Lesson Introduction

In Chapter 6, Hauss traces the development of the German government from a series of divided and authoritarian regimes to a stable, highly successful democratic system. The process of democratization required fundamental changes in the political culture as well as institutional arrangements. The author also discusses how the corporatist arrangement between government, capital,
and labor has contributed to the nation’s political stability and economic success.

### Reading Assignment

Hauss, Chapter 6, pages 139–170

### Self Check

The following online resource contains practice exercises, enrichment activities, and links to additional information. These exercises are not required and will not be graded. Although you will be prompted to submit completed exercises to the instructor via email, do not submit any exercises completed online.

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Other links in Chapter Resources include crossword puzzles, flash cards, and a glossary—all beneficial tools for studying the important terms and concepts presented in each chapter.
Lesson 6: Germany

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. Enabling Act
2. constructive vote of no confidence (compare this to three-line whip in the UK)
3. Christian Democrats (CDU) and Social Democrats (SPD)
4. Angela Merkel

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. Identify and describe the main institutional features of the contemporary German state. How are people elected or appointed to the various political offices? Compare and contrast the government institutions in Germany to those in the other industrial democracies. (30 points)

6. Identify and describe some of the challenges Germany has faced in their unification process. How successful have the reunification efforts been to date, and what are some challenges that remain? (25 points)

7. Describe the role corporatism plays in German politics. How have business-labor relations in Germany differed from those in countries such as the UK and France? (25 points)
Lesson 7: The European Union

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Trace the origins and development of the European Union from its post–World War II origins to 2010 (the publication year of textbook)
✓ Describe the institutional arrangement of the European Union and the role each plays in policy making (including how each branch has evolved over time)
✓ Identify the ways in which the elements of the EU regime represent compromises between national sovereignty and supranational organization

Key Terms

<table>
<thead>
<tr>
<th>broadening</th>
<th>European Union (EU)</th>
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<tr>
<td>Commission</td>
<td>Lisbon Treaty</td>
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<tr>
<td>Committee of Permanent Representatives</td>
<td>Maastricht Treaty</td>
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<td>Council of Ministers</td>
<td>Marshall Plan</td>
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<tr>
<td>deepening</td>
<td>Monnet, Jean</td>
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<tr>
<td>Delors, Jacques</td>
<td>qualified majority voting</td>
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<td>democratic deficit</td>
<td>Single European Act</td>
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<tr>
<td>euro</td>
<td>three pillars</td>
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<tr>
<td>European Court of Justice (ECJ)</td>
<td>Treaty of Amsterdam</td>
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<tr>
<td>European Economic Community (EEC)</td>
<td>Treaty of Rome</td>
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<tr>
<td>European Parliament</td>
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</table>

Lesson Introduction

Though the European Union does not represent a traditional state, it does share some characteristics. This supranational organization has legislative and judicial functions and most significantly, the authority to enforce its policies. It also has its own array of political actors and a distinctive political culture. The ability of the EU laws to supersede national laws (thereby limiting the power of its member states) is just one of the many controversies discussed in Chapter 7.
Reading Assignment

Hauss, Chapter 7, pages 173–194

Self Check

The following online resource contains practice exercises, enrichment activities, and links to additional information. These exercises are not required and will not be graded. Although you will be prompted to submit completed exercises to the instructor via email, do not submit any exercises completed online.

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Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. European Coal and Steel Community
2. Maastricht Treaty
3. euro
4. Jacques Delors

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. Identify and describe the institutional features of the European Union. What powers do the various components of the EU have, and how do people become members of these components? (25 points)

6. One of the most important themes in political life over the last three centuries or more has been the sovereignty of nation-states. How does the EU undermine that? Why would countries voluntarily surrender their sovereignty to the EU? What do member states gain from this? What do they lose? (30 points)

7. Identify examples of deepening and broadening in EU policy decisions discussed in the textbook, and describe the main arguments over the adoption of those policies. (25 points)
Mid-Course Examination

Preparation

It is now time to prepare for and take the mid-course examination. If you are **not** going to take your exam at LSU-Baton Rouge, notify us of your proctor by sending the completed Exam Proctor Information Form located in the appendix of this course guide to the Independent & Distance Learning office.

Please read the College Examination Information instructions located in the appendix of this course guide for further details.

About the Mid-Course Examination

The mid-course exam covers content from Lessons 1–7 and will contain three sections: multiple-choice questions, short answer/identification items, and essay questions. The mid-course exam will be worth 100 points and counts for 25% of your final course grade.

Your mid-course exam will primarily focus on (but will not be limited to) your understanding of each lesson’s objectives and key terms. Because the self-check exercises and lesson assignments also focus on these points, you may want to use these assignments as a foundation for preparing yourself for the mid-course exam.
Lesson 8:
Russia and Eastern European Communism (Chapters 8 & 9)

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

☑ Describe the characteristics of the Cold War Communist countries that provided the basis for grouping them and identify the countries in the category
☑ Identify the primary causes for the collapse of Communism in the Soviet Union and Eastern Europe
☑ Evaluate the results of the collapse of Communist states
☑ Describe the institutional framework of the contemporary Russian Federation
☑ Describe the contemporary Russian political party system

Key Terms

bourgeoisie
Brezhnev, Leonid
command economy
Communism
de-Stalinization
dialectic
Federation Council
glasnost
Gorbachev, Mikhail
KGB
Lenin, V.I.
Marx, Karl
Marxist-Leninist
Medvedev, Dmitri

nomenklatura
oligarch
perestroika
proletariat
Putin, Vladimir
satellite
shock therapy
socialism
Solidarity
State Duma
Third International/Comintern
totalitarianism
United Russia
Warsaw Pact
Lesson 8: Russia and Eastern European Communism

Lesson Introduction

In Chapter 8, Hauss reviews the ideological roots of communism as well as the origins and major events of the Cold War. After the collapse of the Soviet Union, more than thirty nations modified their political and economic systems in different ways and at different paces. The transition of a nation from a planned economy to a market economy does not ensure democratic reform, and there has been a resurgence of communism in several states. The chapters discuss the challenges facing the current and former Communist countries.

Reading Assignment

Hauss, Chapter 8, pages 197–218

Hauss, Chapter 9, pages 221–257

Self Check

The following online resource contains practice exercises, enrichment activities, and links to additional information. These exercises are not required and will not be graded. Although you will be prompted to submit completed exercises to the instructor via email, do not submit any exercises completed online.

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Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. Perestroika
2. Glasnost
3. Vladimir Putin
4. Shock Therapy and Privatization

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. What is the legacy of Stalin’s leadership of the Soviet Union from 1927 until his death in 1953? What methods did he use to consolidate his power? What impact did Stalin’s rule have on his successors Khrushchev and Brezhnev? (25 points)

6. What is the institutional arrangement of the contemporary Russian Federation? How are individuals elected/appointed to the various public offices? Where does true power lie in the contemporary Russian state? (30 points)

7. Identify and describe the ideological position of the key Russian political parties. How does the Russian party system differ from the party systems we covered in the first part of the course? What implications could the Russian political party system have on the viability of Russian democracy? (25 points)
Lesson 9: China

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✔ Describe the characteristics of China that set it apart from other countries you have studied
✔ Compare and contrast the structure of China’s political system with that of the Soviet Union
✔ Hypothesize about the relationship of economic reforms and political reforms in China
✔ Evaluate the degree to which global pressures will influence the future of economic and political reform in China

Key Terms

Bottom-Up Participation  Great Leap Forward
Central Advisory Committee (CAC)  Hundred Flowers Campaign
Confucianism  Jiang Zemin
cult of personality  Kuomintang (KMT)
Cultural Revolution  Mao Zedong
Democracy Movement  Ping Pong Diplomacy
democratic centralism  Sino-Soviet split
Deng Xiaoping  special economic zone (SEZ)
Falun Gong  Sun Yat-sen
faction  Tiananmen Square
four modernizations  Top-Down Participation

Lesson Introduction

In Chapter 10, Hauss traces the history of twentieth-century reforms and revolutions in China. Unlike the Soviet Union, China was able to implement economic reforms without an expansion of political freedoms. This has been attributed to underlying political values that shape the contemporary political culture. Whether the regime will be able to maintain its dominance as its citizenry becomes more affluent and as access to foreign media brings in new perspectives is questionable.
Lesson 9: China

Reading Assignment

Hauss, Chapter 10, pages 261–294

Self Check

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Web site address:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495833215&token=

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Other links in Chapter Resources include crossword puzzles, flash cards, and a glossary—all beneficial tools for studying the important terms and concepts presented in each chapter.
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. Great Leap Forward
2. Ping-Pong diplomacy
3. Four Modernizations
4. Falun Gong

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. Identify and describe the main institutional features of the Chinese state. Where does true power in Chinese politics lie? (25 points)

6. Charles Hauss argues that China has undergone a period of “perestroika without glasnost.” Discuss what Hauss means by this assessment of contemporary China using examples from the book. How is this different than the way these programs were implemented in the Soviet Union? (30 points)

7. Describe the democracy movement in China from the 1970’s until today. What are some of the key events and symbols associated with the Chinese peoples’ long struggle for democracy? Be sure to incorporate some of Hauss’ description of political activities that take place in China in your answer. Thinking about the previous question, is perestroika without glasnost a sustainable strategy for the Chinese government to pursue, or do you think it will soon run its course? (25 points)
Lesson 10: The Less Developed Countries

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

- Describe the characteristics of third world countries and identify several examples
- Compare and contrast the characterization of third world countries with the characterization of industrialized democracies
- Categorize examples of third world countries according to the descriptions of types of states common in third world countries
- Describe the roles of the IMF, the WTO, and donor nations in third world countries

Key Terms

carrying capacity  microcredit
debt crisis  Multinational corporation (MNC)
dependency  newly industrializing country
failed state  (NIC)
foreign aid  Nongovernmental organization
fundamentalism  (NGO)
Human Development Index (HDI)  structural adjustments
identity  subsistence economy
imperialism  World Bank
import substitution
International Monetary Fund (IMF)

Lesson Introduction

Over 130 countries make up the group of states referred to by many as the “third world.” These are often in the early stages of economic development and are characterized by deep poverty, ethnic conflict, and authoritarian governments. International organizations, such as the World Bank and the
International Monetary Fund, have been instrumental in guiding economic policy. In Chapter 11, Hauss describes the transition of many nation-states from colonial rule to the various regimes (democracies, military, failed states) that have emerged.

**Reading Assignment**

Hauss, Chapter 11, pages 297–323

**Self Check**

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Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. Grameen Bank
2. International Monetary Fund
3. failed state
4. Nongovernmental organization

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. Identify and describe five challenges covered in the textbook that the third world faces. How did colonialism create and/or exacerbate these problems? (30 points)

6. Describe the development strategies of import substitution and structural adjustment, and evaluate the advantages and disadvantages of each. (25 points)

7. In early 2011, there was a wave of democratic movements in Tunisia, Egypt, Libya, and other places throughout North Africa and the Middle East. Your book was written before these events occurred, but nevertheless Charles Hauss was optimistic about a trend of democratization that he noticed when he wrote the book. What are some of the factors that contributed to this recent wave of democratization? What does Hauss tell us about comparing established democracies like the United Kingdom with fledgling democracies like Egypt? (25 points)
Lesson 11: India

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Evaluate the importance of British political values and institutions in the current Indian political culture
✓ Analyze the degree to which India's cultural and social attributes necessitated centralization and federalism in India's regime
✓ Evaluate the effects of import substitution, technological modernization, and economic liberalization in India during the past twenty years
✓ Describe the party structure of Indian politics and government and identify the issues which create the major cleavages between parties
✓ Assess the influences of “global challenges” on policy making in India

Key Terms

Bharatiya Janata Party  Green revolution
British East India Company  import substitution
caste  Lok Sabha
Congress Party  Nehru, Jawaharlal
Emergency Rule  President's Rule
Gandhi, Indira  Rayja Sabha
Gandhi, Mohandas Karamchand  swaraj
Government of India Act

Lesson Introduction

In this chapter, Hauss draws attention to the diverse political and social factions operating in India and their effect on the political system. India has managed to maintain a relatively stable democracy, and Hauss explores reasons for the success of the democratic regime when other third world nations have evolved into authoritarian states. India is also a nation undergoing tremendous technological and economic development. The influence of international organizations and corporations on its political institutions is discussed.
Lesson 11: India

Reading Assignment

Hauss, Chapter 12, pages 325–361

Self Check

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Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. President’s Rule
2. Government of India Act
3. Indira Gandhi
4. Bharatiya Janata Party

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. Identify and describe the main institutional features of the Indian state. How are people elected or appointed to various political offices in India? How do Indian institutions compare with their counterparts in the industrial democracies? (30 points)

6. Write an essay describing the Indian movement for independence from the British. What is the legacy of Mohandas Gandhi? (25 points)

7. Charles Hauss begins Chapter 12 by mentioning that the global financial crisis of 2009 had relatively little impact on the Indian economy. What factors have contributed to the enormous growth rate of the Indian economy since the mid 1980’s? How has the strategy for economic development differed from the one that was employed from the time of Indian independence until the mid-1980’s? (25 points)
Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Analyze and describe the role that foreign powers, such as the British, played in the development of the modern Iranian state
✓ Describe Reza Khan Shah’s and Mohammed Reza Shah’s modernization efforts and explain the resistance they faced in Iran
✓ Identify the developments that led to the 1979 revolution
✓ Summarize the roles of the various political institutions that comprise the contemporary Iranian state, then determine which institutions hold real power and which are mainly figureheads
✓ Explain how the Green Movement came about, and what its implications are for the long-term viability of the Iranian regime

Key Terms

Ahmadinejad, Mahmoud
Assembly of Experts
Axis of Evil
Constitutional Revolution
Expediency Council
fundamentalism
image of the enemy
Islamicists
Khatami, Mohammed
Mousavi, Mir Hossein
oil embargo

Pahlewi monarchs
SAVAK
Second of Khordad Movement
Shah, Mohammed Reza
Sharia
Shiite
Sunni
supreme leader
Track Two Diplomacy
White Revolution

Lesson Introduction

Iran, known as Persia until 1935, is one of the oldest countries in the world. The Persian Empires, which date back roughly 2500 years, were powerful entities located on the Iranian plateau, which was home to some of the oldest civilizations on historical record. Iran’s modern history has been tumultuous,
but, nevertheless, the Iranian people have remained powerful players in South Asian and international politics.

In the early twentieth century, Iran lagged far behind the rapidly modernizing European and North American powers. The British Empire in particular was extremely influential in Iran’s domestic politics and economy, and this caused substantial resentment among the Iranian social elite. However, the pro-Western Pahlevi monarchs Reza Khan Shah and his son and successor Mohammed Reza Shah were considerably successful at modernizing Iran, despite the resistance of large segments of the divided society. However, Mohammed Reza Shah was nearly ousted from power in the early 1950s, when his rival Mohammed Mossadeq was elected Prime Minister. Although Shah’s regime narrowly survived this threat, many scholars believe that Mossadeq’s brief term as Prime Minister exacerbated anti-Shah sentiment and paved the way for the 1979 revolution led by Ayatollah Khomeini.

Since the 1979 revolution and the hostage crisis that ensued, relations between Iran and many world powers have been tenuous at best. In the 1980s the Iranians fought a bitter war with neighboring Iraq, which proved costly in terms of lives and resources but, nevertheless, resulted in a virtual stalemate. Iranian relations with the United States have been poor as well, and President Bush declared Iran part of an “Axis of Evil,” which included North Korea and the now deposed Iraqi regime led by Saddam Hussein. Iran remains a very diverse and complicated society, and large segments of the Iranian population do not embrace the ideals of the Islamic regime. Their disapproval was evident in the 1997 elections in which reform-minded President Mohammed Khatami and his allies swept to victory amidst exceptionally high voter turnout rates, particularly among Iran’s young voters.

Since the fifth edition of your textbook was published, however, hardliner Mahmoud Ahmadinejad replaced the moderate Khatami, and Iran’s relations with the West have worsened. Iran continues to be a Shiite theocracy and figures prominently in the affairs of South Asian and Middle Eastern politics. In Chapter 13 of your textbook, Hauss discusses the complexities of Iranian society and explains the structure of the current Iranian regime.

Reading Assignment

Hauss, Chapter 13, pages 363–393
Self Check

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Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus. This lesson assignment is worth 100 possible points.

Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. Mohammed Mossadeq
2. image of the enemy
3. Ayatollah Ruhollah Khomeini
4. Mahmoud Ahmadinejad

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. Identify and describe the main institutional features of the Islamic Iranian state since the 1979 revolution. Which of these offices are elected and which of these offices are not? Are these elections fair? Where does true power in the Iranian state lie? (30 points)

6. Identify and describe the attempts of reform led by Mohammed Reza Shah. How did the public respond to his white revolution? How was Mohammed Reza Shah able to maintain his leadership until 1979? (25 points)

7. Describe the events that transpired in the days before and after the disputed Iranian presidential election of 2009? What do the events surrounding the “Green Movement” of 2009 suggest about the current status of the Iranian regime and the Iranian society? What does the Green Movement suggest about the long-term viability of the Iranian regime? (25 points)
Lesson 13: Iraq

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Outline the origins and development of Iraq as an independent nation-state
✓ Describe the ethnic and cultural cleavages that separate segments of the Iraqi population
✓ Hypothesize the causes for the characteristics of Iraqi political culture
✓ Describe the political system used by Saddam Hussein to govern Iraq
✓ Identify and explain the arguments of proponents and opponents of the 2003 U.S.-led invasion of Iraq
✓ Describe the challenges the new Iraqi regime faces
✓ Discuss your views (and the rationale behind them) regarding the institutional features Iraqis should emulate and which they should avoid as they attempt to construct new government

Key Terms

Alawi, Ayad  Organization of Petroleum Exporting Countries (OPEC)
Baath Party  Ottoman Empire
cult of personality  Popular Army
Gulf War  Republican Guard
Hussein, Saddam  Shiite
Kurds  Sunni
nation building  Sunni Triangle
Operation Desert Storm  UNSCOM
Operation Iraqi Freedom  zero-sum game

Lesson Introduction

Formerly part of the Ottoman Empire, Iraq became an independent kingdom in 1932. While Iraq did have limited experience with democracy (under British influence) in the 1950s, essentially, the country had been ruled by military dictators from 1958 until the toppling of the regime in 2003. Saddam Hussein,
the deposed dictator of Iraq, seized power in a coup in 1963. His reign was characterized by many as one of the cruelest and deadliest of the twentieth century. During his time in power, Saddam Hussein consolidated power primarily in the hands of a few Sunni Iraqis, carried out attacks on Shiite and Kurdish Iraqi citizens, and led the Iraqis into two large-scale wars with neighbors Iran and Kuwait. Ultimately, Saddam Hussein and his regime were deposed as the result of a U.S.-led invasion in 2003.

Since the invasion, Iraq has been characterized by political instability and violence. The U.S.-led coalition that occupies Iraq has suffered many casualties at the hands of an ongoing insurgency that threatens the prospect of a free and democratic Iraq. In addition, extremist groups have carried out many attacks on innocent Iraqi civilians of certain religious denominations and ethnicities or citizens the extremists perceived to be cooperating with the occupying forces. Exacerbating the situation, leaders of the three dominant Iraqi groups, Sunnis, Shiites, and Kurds, respectively, have struggled to set aside their political differences as they seek to establish a democratic course for their country’s future. Despite the political turmoil, many Iraqis are optimistic about their future, and this enthusiasm was showcased when millions of Iraqis cast ballots in several democratic elections since the toppling of Saddam Hussein’s regime. In this chapter, Hauss discusses the history of Iraq and offers the reader a glimpse into post-invasion Iraq.

**Reading Assignment**

Hauss, Chapter 14, pages 395–427

**Self Check**

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### Lesson Assignment

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### Part I: Identification

**Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)**

1. Ottoman Empire  
2. Sunnis, Shi’a, and Kurds  
3. Baath Party  
4. Iraq-Iran War

### Part II: Essay

**Answer each question thoroughly. Each answer should be one to three pages long.**

**Note:** In previous lesson assignments you responded to three essay prompts; because you will be responding to only two in this lesson, more detailed, comprehensive answers are expected.
Lesson 13: Iraq

5. Now that you have learned about the institutions of the industrial democracies, what institutional structure would you advocate for Iraq? Would you have a president, prime minister, or both? Would you have a bicameral or unicameral legislature? What powers would these elected officials have? How would they be elected? Would there be judicial review? Justify all of your responses and indicate which of the countries that we have studied serves as a model of this proposed Iraqi government. (40 points)

6. The coalition led by the United States and the post-Hussein Iraqi government have faced enormous political challenges in crafting a stable, democratic Iraq. Identify and describe some of the challenges that the U.S. and post-invasion Iraq have faced. What are some of the successes of the mission? What are some of the failures? (40 points)
Lesson 14: Nigeria

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Describe the evolution of the Nigerian state
✓ Discuss the impacts of colonization and colonial rule in Nigeria, and explain the ways in which Nigeria’s experience is similar to situations in other third world countries
✓ Identify the major ethnic cleavages in Nigerian society
✓ Summarize and explain the roles of import substitution and structural adjustment in Nigeria’s economic development
✓ List the key political and economic challenges the Nigerian state faces and compare them to the challenges the other third world countries face

Key Terms

Abacha, Sani  mass political culture
dual mandate  middle belt
Federal Electoral Commission  National Congress of British West Africa (NCBWA)
(FEDECO)
Federal Executive Council (FEC)  Nigerian Youth Movement
Hausa-Fulani  Obasanjo, Olusegun
Igbo  structural adjustment
import substitution  Yoruba
indirect rule  zero-sum game

Lesson Introduction

Nigeria received its independence from the United Kingdom in 1960. Originally, the movement for independence was a coalition of disparate ethnicities and ideologies that inchoately sought independence from the UK in hopes of ultimately going their separate ways. However, a seemingly unified Nigerian identity emerged despite the ethnic, linguistic, and religious cleavages present in Nigerian society. Several republics and military dictatorships governed the Nigerian state since it gained independence, an experience with which many
countries in Africa are familiar. Nigeria is the most populous country in Africa and eighth most populous country in the world. Its relatively large population combined with its prominent placement in the center of sub-Saharan Africa makes Nigeria an integral player in African politics. Indeed, the Nigerians have often intervened militarily in their African neighbors’ affairs. However, Nigeria has experienced many of the same problems between rival cleavages that much of Africa has faced, and this tension often manifests itself in dramatic fashion, particularly between the country’s Muslim north and Christian south.

By world standards, Nigeria is a relatively poor country that, in the past, has employed both import substitution and structural adjustment strategies in efforts to raise the standard of living for the Nigerian people. However, like much of the third world, corruption has plagued Nigeria. In 1996, a poll of international business executives ranked Nigeria the most corrupt country in the world. In this chapter, Hauss discusses the evolution of the Nigerian state and the challenges it faces in governing Nigeria’s diverse society.

Reading Assignment

Hauss, Chapter 15, pages 429–461

Self Check

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**Lesson Assignment**

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**Part I: Identification**

*Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)*

1. **dual mandate**
2. **Nigerian Youth Movement**
3. **Sani Abacha**
4. **zero-sum game**

**Part II: Essay**

*Answer each question thoroughly. Each answer should be one to three pages long.*

5. Like many third world countries, the legacy of colonialism is still very evident in Nigeria. What does Charles Hauss suggest are the effects of colonialism in Nigeria? (25 points)

6. Write an essay describing the various regimes Nigeria has been ruled by since independence. What challenges does Nigeria face in consolidating the authority of a democratic regime? (30 points)

7. Identify the various religious and ethnic groups that make up Nigeria, and be sure to identify which region of the country each group is in the majority. What implications does this fractionalization have for national politics in Nigeria? What is the Middle Belt? (25 points)
Lesson 15: Mexico

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Describe the groups which make up Mexican society and make generalizations about the political allegiances of each group
✓ Analyze the role of the United States in Mexican politics
✓ Identify the active political organizations in Mexico and the roles they play
✓ Identify corporatism and the role it plays in the Mexican regime
✓ Identify the dominant political parties in Mexican politics and describe their basic platforms

Key Terms

Calderón, Felipe camarilla
Cárdenas, Lázaro corporatism
debt crisis
Díaz, Porfirio
Federal Election Commission (IFC)
Federal Electoral Institute (IFE)
Fox, Vicente
Immigration Reform and Control Act
Institutional Revolutionary Party (PRI)
newly industrializing countries (NICs)
non-reelection
North American Free Trade Agreement (NAFTA)
pendulum effect
structural adjustment
Zapatista

Lesson Introduction

In Chapter 16, Hauss traces the history of the independence movement and revolution in Mexico to 2010, the year your textbook was published. The author discusses the methods and institutions used by the PRI to create and maintain its political power and ways in which the PRI attempted to integrate itself and the regime into Mexican civil society. The close relationship with the United States, socially and economically, has implications on domestic policies. In this chapter, Hauss compares and contrasts the Mexican and U.S. views on various topics such as immigration, drug trafficking, and free trade.
Lesson 15: Mexico

Reading Assignment

Hauss, Chapter 16, pages 463–499

Self Check

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Lesson Assignment

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Part I: Identification

Define and state the significance of the following terms in three to five sentences each. Do not give verbatim answers from the textbook. (5 points each)

1. non-relection
2. Federal Electoral Institute
3. debt crisis
4. Features of Mexican Corporatism

Part II: Essay

Answer each question thoroughly. Each answer should be one to three pages long.

5. What are the main institutional features of the Mexican state? What institutions are powerful in Mexican politics? How are people elected or appointed to the various political offices? (25 points)

6. Like India, Mexico passed a key test of democracy when power changed hands peacefully from the PRI to the PAN with the election of Vicente Fox in 2000. How was this election different than many previous elections? What are some of the policies that Fox and his successor Calderón have enacted? (25 points)

7. Although comparative politics typically focuses on politics within the countries we study, it is impossible to deny the influence the United States has on Mexican politics. Write an essay explaining the main features of the relationship the two countries have. (30 points)
Final Examination

Preparation

It is now time to prepare for and take the final examination

YOU MUST PASS THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE.

About the Final Examination

The final examination covers content from Lessons 8–15 and will contain three sections: multiple-choice questions, short-answer/identification items, and essay questions. The final exam is worth 100 points and counts for 30% of your final course grade. You must pass the final exam in order to pass the course.

Your final exam will primarily focus on (but will not be limited to) your understanding of each lesson’s objectives and key terms. Since the self-check exercises and the lesson assignments focus on these points, you may want to use these assignments as a foundation for preparing yourself for the final exam.
Final Examination

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request in writing to:

Office of the University Registrar
Louisiana State University
Thomas Boyd Hall
Baton Rouge, LA  70803
FAX: 225-578-5991

To the Student

Congratulations on finishing the lesson assignments for your course. We hope you will continue your education by taking another course with us.

Our current bulletin is available online at www.outreach.lsu.edu/idl. You can also receive a copy of our latest bulletin by calling 800-234-5046. We look forward to hearing from you!
Appendix A

Contents

✓ College Examination Information
✓ Exam Proctor Information Form
✓ Electronic Submission Options
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College Examination Information

Information for All Students

Please follow these regulations:

You will only be allowed to take your examination when the IDL office has received and accepted all the assigned lessons.

You must bring a picture I.D. to your examination.

For additional rules concerning exam procedures, please refer to the Syllabus and Exam sections of this course guide.

If you change an exam proctor or address, you must notify IDL immediately so your exams can be routed correctly.

If you will take your exam at LSU-Baton Rouge, refer to the information in Section A, below.

If you cannot take your exam at LSU-Baton Rouge, refer to the information in Section B.

SECTION A

Information for Students Taking Examinations at LSU-Baton Rouge

LSU IDL tests by appointment only. We offer one morning session and one afternoon session Monday through Friday and a morning session only on select Saturdays. Visit our Web site (www.outreach.lsu.edu/idl) to see which dates and times are available. Before scheduling your exam, make sure that you will be eligible to test by your selected date (see our Web site for eligibility requirements).
SECTION B

Information for Students Who Cannot Take Their Examinations at LSU-Baton Rouge

- Make arrangements with one of the following local officials to act as your testing supervisor:
  
  College students → Testing center of an accredited college/university, college administrator or UCEA Correspondence Study Department
  
  Overseas students → American University (school) or American Embassy
  
  Military personnel → Education office at the military base, or college locations listed above

- You must submit your Exam Proctor Information using the form in the Appendix of this course guide, or if you have access to the Internet, you may submit this information through the LSU IDL Web site (www.outreach.lsu.edu/idl).

You need to submit only one proctor information form per course to the IDL office. Any subsequent exams you need to take for the same course will be sent to the same proctor.

The proctor information form should be submitted as soon as you have found a proctor and must be received by the IDL office at least three lessons before you are ready to take your exam. Receipt of this form by the IDL office does not mean your exam will be sent immediately. Your exam will be mailed to your proctor after the IDL office has received and accepted all lessons that must be completed prior to taking the exam.

Your exam proctor will hold your examination for no longer than thirty days. You should check to be certain the exam has arrived; if not, notify this office immediately. You must make arrangements for a time to take your exam, and you are responsible for any proctor fees.

If you change an exam proctor or address, please notify IDL immediately so your exams can be routed correctly.
Exam Proctor Information Form

Before you complete this form, please read the preceding examination information.

Directions:
- If you will take your exam at LSU-Baton Rouge, you do not need to complete this form.
- Do not send this form with one of your lessons; send it separately to the IDL office.
- Our office has two weeks to process proctor requests. If your proctor is denied, you will receive a notification through regular mail.
- If you have any questions concerning this form, please call the IDL office at 225-578-2500 or 800-234-5046.
- If you have access to the Internet, you may submit this information through the LSU IDL Web site (www.outreach.lsu.edu/idl).

Enrollment Number ________________________________________________
Course Name ______________________________________________________
Student Name _____________________________________________________
Address __________________________________________________________
City __________________________ State ________ Zip __________
Telephone __________________________ E-mail _________________________

☐ Check the box if this is an address change from your original enrollment.

Complete the information below with reference to the person who will proctor your exam.

☐ This is my initial proctor request.

☐ I would like to change my proctor as indicated below.

Exam Proctor’s Name
Exam Proctor’s Title ________________________________________________
Office Telephone (_____)__________________________
E-mail ________________________________________________
Institution ________________________________________________
Department/Section _____________________________________________
Building, Street, or P. O. Box ______________________________________
City __________________________ State ________ Zip __________

✉ Mail to: LSU Independent & Distance Learning
1225 Pleasant Hall
Louisiana State University
Baton Rouge, LA 70803
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Electronic Submission Options

This LSU Independent & Distance Learning (IDL) course offers electronic submission of lesson assignments. If you have access to a computer and the Internet, you can submit lessons online instead of through the mail. Or, you may mail your lesson assignments in the traditional manner, using the U.S. Postal Service.

What is ISO?

ISO is the LSU IDL online course system that allows you to submit your lesson assignments electronically, over the Internet. Electronic submissions reduce mailing delays and speed delivery of your assignment to LSU IDL. Course guide materials are available over the Internet for many courses.

When we receive your lesson assignment, it will be forwarded to your instructor. You will receive a confirmation e-mail to let you know your assignment was received.

Most assignments will be printed and graded by an instructor on paper. Graded paper lesson assignments will be returned to you through the mail with instructor comments. If your course includes computer-graded lesson assignments, they will be scored immediately.

How do I get started?

Submitting lessons electronically is an option, not a requirement. If you would like to explore ISO, read the information below to find out what you need to begin.

You should also review the online orientation on our Web site for complete step-by-step directions on how to use ISO and submit lessons online. To locate the orientation information from the IDL main page, select >college home>online courses >orientation from the navigation menu. Most computers purchased in the past three years will have everything you need. Computers at public libraries and schools also should be sufficient.

How soon can I begin working on my online course?

Before you can submit an assignment, you need to have your textbook and any other required materials. Complete the readings assigned in the course guide, then answer essay-style and short-answer questions using Microsoft Word, Microsoft Excel, or Corel WordPerfect.

For multiple-choice and matching items, mark answers in your printed course guide then transfer them to a Word, Excel, or WordPerfect file. All questions in a lesson assignment must be answered in a single file. When you have completed a lesson assignment, you are ready to log in to the course and submit your assignment online.
Appendix A

From the IDL main page, select >enrolled students >online course login from the menu bar. If this is the first time you are accessing an online course, you may wish to review the orientation section of our Web site (select the orientation link from the online courses menu). You will be prompted for your user ID and password. Follow the on-screen instructions to submit your lesson. Most courses allow you to upload a single file that you have saved on your computer. Only one file can be uploaded for a single lesson.

How do I get my User ID and password?

User ID: Your user ID is the six-digit enrollment number that you received with your course materials and in your enrollment confirmation e-mail. The enrollment number is printed on your receipt and on your lesson submission labels.

Password: Your password is the first two letters of your last name and last four digits of your social security number. The password is case sensitive, so make sure that the first letter of your last name is upper case and the second letter is lower case.

For example:  
John Smith  
SSN: 123-45-6789  
Password: Sm6789

For each course in which you enroll, you receive a unique enrollment number that serves as your user ID for that course. However, your password will be the same for every course you take with LSU IDL.

Computer Requirements

Hardware and Software Requirements

Because LSU IDL online course materials are available through the Internet, you will need to have access to a computer and the hardware and software resources needed to access the Internet.

Computer

The computer you use to submit assignments must have enough memory and processing power to operate a recent version of a Web browser and to download files in a reasonable amount of time.

- **Minimum system requirements:**  
  486 75 MHz personal computer (or its equivalent Apple or SUN/Unix machine) with at least 8 megabytes of RAM.

- **Recommended system requirements:** Pentium class personal computer (or its equivalent Apple or SUN/Unix machine) with at least 16 megabytes of RAM.
Internet Access

You will need to be able to reach the Internet, either through a network at your place of business or school or through a DSL connection, cable modem, or dial-up modem from home. If you use a dial-up modem, the speed should be at least 28.8 bps. If possible, use an Internet service provider that has a local access number, so that you can avoid long-distance connection charges.

Web Browser

Web browsers, such as Internet Explorer and Firefox, are used by a computer to navigate the Internet. To access our courses, you must use a browser that is both Java and JavaScript enabled. This option needs to be set in the preferences of your browser.

If you do not have Internet Explorer or Firefox, you can download the latest free versions to install on your computer using the links on our online orientation page.

E-mail Account

You need to have a valid e-mail address, so that we can confirm receipt of your lesson assignments. If you do not have an e-mail account as part of your Internet access, you may subscribe to one of the many free e-mail services available.