Joyce Marie Mushaben
Professor of Comparative Politics & Gender Policies
Political Science department
347 SSB
University of Missouri-St. Louis
Tel. 314/ 516-4908
e-mail: mushaben@umsl. edu

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TO: Faculty Senate

RE: Letter of Nomination for the Chancellor’s Award for Excellence in Teaching

I am pleased to write this letter of nomination for Joyce Mushaben, Ph.D., to receive the Chancellor’s Award for Excellence in Teaching. Prof. Mushaben is a dedicated and energetic educator and scholar whose personal example of commitment to intellectual pursuit is certainly deserving of this award. I have known Prof. Mushaben as a colleague in the department of political science since I came to the University of Missouri-St. Louis in 2001. During those ten years, she has served as a mentor and guide to me (as well as a number of other aspiring scholars), and she is an encouraging colleague, especially among women in our department. The high academic standards to which she holds her students is perhaps the most obvious qualification for this award. However, the commitment of her personal investment of time and energy in the ambitions of her students should not be overlooked. The compelling letters of support from former students give witness to the high level of concern she demonstrates for them.

As an educator, Prof. Mushaben is a fierce proponent of rigorous standards in student classroom performance. Students regard her as a tough but dedicated instructor who is tireless in her drive to help them improve their critical writing and thinking abilities. In addition, she is a strong advocate for students and has provided advice and guidance (sometimes across many years) to individuals as they move forward in their academic and career pursuits. This, in addition to the lengthy list of roles she has performed in university service, shows that she is an active and committed educational collaborator. She has promoted innovative changes in course and program design, most recently in developing new certificate programs to be offered through political science. In almost thirty years of teaching here at UMSL, she has never lost the passion or drive for teaching, especially the kind of teaching that motivates students to think about the potential they have to make a difference in the world.

In sum, I believe that Prof. Joyce Mushaben is a superior candidate for this award, which seeks to recognize individuals for “outstanding achievement in teaching.” The breadth and extent of her record of teaching, as well as her personal dedication to students and the teaching profession, reflect the best attributes of educators at our metropolitan university. I hope you will give her candidacy the serious consideration I believe it deserves.

Sincerely,

Nancy T. Kinney, Ph.D.
Associate Professor, Political Science & Public Policy Administration

an equal opportunity institution
Joyce Marie Mushaben  (Professor of Comparative Politics): Teaching Philosophy

The six rules that characterize my teaching style and my pedagogical philosophy read as follows:

1) “Tough love” always engenders more trust and effort than dumbing-down. I used to claim that “my politics were to the left of Rosa Luxemburg but my teaching methods lie to the right of Attila the Hun.” Because I have not abandoned the rigorous academic standards instilled in me by Catholic nuns in the 1950s and 1960s, my classes rarely produce waiting lists, but the best students inevitably sign up for subsequent courses. I have been using the same test format in my Intro to Comparative Politics since 1980, noting sadly that the share of those failing the FIRST exam has risen to 50%. As a result, I INSIST that every student come to discuss the results, even if that means seeing 71 of them at 20-minute intervals over a seven-day period, as occurred last semester. They must look me in the eye and admit what they did/not do in preparation. I learn their names, and “welcome” them back after any absence, to let them know I am on their case. I use “frank and candid language” to express my encouragement AND disappointment, leading them to realize that I have more confidence in their ability to improve than they do. I allow students to RE-TAKE any exam that they fail, exactly the same exam, up to three times (the Testing Center can corroborate this), after personally tutoring many. Grading the same exams over and over is no fun, but it shows that the real responsibility lies with the student.

2) Make them write, re-write and, if necessary, re-re-write, training students to become their own “worst critics.” Four years of Latin, fluency in German and a little French make me appreciate the nuances of the English language. They call me the Crimson Queen, given my generous use of red-pens in correcting papers: Many complain that I write more ON their papers than they do IN their papers, but soon they begin to wonder why they receive so little direct feedback in other classes. Years later they report that my heavy reading lists and writing demands constituted excellent preparation for the rigors of Law School. My “building-block” approach to research papers (see attachments) often results in papers of near-publishable quality; when students “still want to fix a few things” before I assign a final
grade, I know that my job is done. In Senior Seminar, the male and female submitting the thickest “re-write file,” respectively, receives a trophy engraved with the slogan: I survived Dr. J’s PS 395-0.

3) Don’t perpetrate myths about “value free” science/research, and don’t be afraid to share your own value-orientation to supply students with a baseline. Political Science is, by definition, fraught with contention and debate. I make it clear the first day of class that I have very strong value orientations; having lived in Europe for 16+ years, I am regularly required to view the United States, its policies and its politicians through the eyes of others. Classical theorist David Easton eloquently defined politics as the authoritative allocation of values, loosely translated as “who gets what, when, where under which conditions.” My job as a Comparativist is to reveal differences in the underlying values that have historically shaped institutions and policies across nations, teaching them than EVERY government decision involves trade-offs, costs, benefits and disadvantages for disparate societal groups. When you defend your values, you discover a passion for your subject; it is my personal passion for the issues we address (e.g., gender equality, migrant rights, improving the human condition in mega-city slums lacking latrines and potable water) that pulls them into class discussions. We all look for evidence supporting our favorite hypotheses, but unlike talking-heads on the radio, a scholar must cite conflicting literature, provide references, and subject her findings to anonymous peer review. My students MUST reflect on values and present THEIR definition of a “good policy” in assigned papers. Not coincidentally, five of my best male students (including two ex-marines) initially opposed to what they saw as my “liberal” course content wound up producing the best documented papers in the class. We all learned from those encounters, and have kept in touch for decades.

4) Think globally, then research locally: My own comparative policy studies in European cities like Berlin, London, Amsterdam and Stuttgart made me realize what a “Mecca” St. Louis affords for analyzing the impact of world developments on local conditions (students occasionally read my articles, but I do not profit at their expense by requiring them to buy my books). All senior seminar papers must link a
global development with local changes, be it the arrival of 50,000+ Bosnians in St. Louis, affecting Affton schools; Valley Park’s negative response to undocumented aliens invading its space; the Belgian/Brazilian In-Bev take-over of Anheuser-Bush; the Vietnamese monopoly of local nail parlor salons; or Aldermanic hostility towards new Mexican businesses along Cherokee Street. Even those who avoided my earlier classes like the plague (but ultimately had to take my Senior Seminar or postpone graduation) come to see their neighborhoods with new eyes.

5) Make yourself available “8/5” but NOT “24/7”: Given haphazard work-schedules, family obligations, and other complications shaping the lives of students at this “urban” university, I spend 46 hours a week in my office. I am not only accessible: I demand that students visit at regular intervals. Some report years later (asking for grad school recommendations) that my warnings that they were wasting my time, their money and opportunities denied to kids their age around the world was the kick they needed to turn around. If they cannot reach me Monday through Friday in person, by email or by phone, my being available to them on weekends would only reinforce a lack of personal responsibility. Training them to be professionals also requires that they recognize boundaries and respect rules.

6) Regularly infuse your lessons with humorous anecdotes, political cartoons and holiday treats (ranging from Halloween candy to Girl Scouts thin-mint patties for St. Patrick’s Day). Students often describe me as “intimidating,” due to my breadth of knowledge and experience, and my interruptions/admonitions that they “speak in complete sentences” when I solicit observations, questions and critiques of the day’s reading assignments. I reduce their anxiety quotient by injecting personal gestures, anecdotes from my travels, (self-deprecating) humor, and BBC/NPR news-flashes. We comprise a “community of teaching and learning,” and they get to know each other much better as a result.

Finally, I “share” knowledge with my colleagues whenever possible, e.g., by guest-lecturing as IWGS Director for a week when an Anthropology/IWGS instructor became ill, and by taking over Prof. Jalalzai’s course for three weeks when she delivered her first born child in early November 2008.
II. FURTHER EVIDENCE OF TEACHING INNOVATION AND CREATIVITY

CURRICULUM CLUSTERS (IWGS 2002-2005) AND CERTIFICATE PROGRAMS I DESIGNED:

A. Hoping to allow IWGS Certificate earners to “specialize” in emerging gender subfields, I secured sign-offs from 12 different departments to initiate these clusters, which were listed in the Bulletin but then eliminated under a new IWGS director in 2005. Ironically they are being partially re-introduced under the current “Gender Studies” director.

The rationale behind all of these cluster and certificate ideas was to give students new ways to “package” existing courses in ways that will prove valuable in the ever more specialized and / or globalized job market. All were to include a capstone internship or independent study, to demonstrate some “real-world/hands-on” experience” to a potential employer.

Cluster #1 -- Gender, Language and Identity
Cluster #2 -- Gender, Theory and the Arts
Cluster #3 -- Gender, Health, Aging and Science
Cluster #4 -- Gender, Ethnicity and Globalization
Cluster #5 -- Gender, Work and Public Policy
Cluster #6 -- Gender, Organizations & Leadership:

The resignation of the Social Science/WGS joint-appointees from the Gender Studies Program in Spring 2010 created a curricular vacuum in that program. I subsequently designed two new Certificate Programs under the auspices of the Political Science Department (in collaboration with the Sue Shear Institute), which are now making their way through the CAS Curriculum & Instruction pipeline.

B. Women, Political Leadership & Public Policy Certificate (starting Fall 2011)

Certificate Requirements: 18 hours total, of which 5 courses (15 credits) can be taken from the following course options:

PS 1550 Women and Politics in the Developing World
PS 2290 Gender and the Law
PS 2380 The Politics of Gender in the United States
Econ 2410 Work, Families and Public Policy
PS 2510 The Politics of European Union
PS 3439 Studies in Policy Formation (topic specific, with consent)
PS 3460 The Politics of Poverty & Welfare
PS 3570 Gender, Ethnicity and Public Policy
PS 3590 Women and Leadership World-Wide: Breaking the Glass Ceiling
PS 3950 Senior Seminar (topic specific, with consent)
PS 4940 Leadership & Management in Non-Profit Organizations

Capstone Option (minimum 3 credit hours required)
PS 3900 Independent Study
PS 3900 Topics in Political Science: Women and Leadership (for students participating in the Sue Shear Summer Leadership Academy)
PS 3940 Internship

C. **Ethnicity, Migration and Globalization Certificate** (also commencing Fall 2011)
Prerequisite: 18 hours total including one core course: POL SCI 1500, or POL SCI 1820 Global Issues or POL SCI 1850 Global Ecology; plus an additional 12 hours from the electives listed below (3 hours of which can be taken in another department, with consent); and one capstone experience (minimum of 3 hours of Independent Study, Internship, or one semester abroad). Students are urged to pursue a foreign language early in their degree program.

Electives:
- POL SCI 2520 Middle Eastern Politics
- POL SCI 2530 Political Systems of South America
- POL SCI 2540 Political Systems of Mexico, Central America, and the Caribbean
- POL SCI 2580 African Politics
- POL SCI 2820 United States Foreign Policy
- POL SCI 2900 Special Topics in Political Science: past examples include Diversity and Social Justice OR American Immigration Law and Policy
- POL SCI 3570 Gender, Ethnicity & Public Policy
- POL SCI 3900 Special Topics: Minority Group Politics
- POL SCI 4520 Megacities and Diasporas
- POL SCI 3830 International Political Economy
- POL SCI 3850 International Organizations & Global Problem Solving
- POL SCI 3860 Studies in War and Peace
- POL SCI 3950 Senior Seminar (focusing on Citizenship & Migration; Globalization, Ethnic conflict, etc.)
- POL SCI 4850 International Law
- POL SCI 3900, Special Readings
- POL SCI 3940, Public Affairs Internship

Also, POL SCI 2900 Intersession courses, Special topics (where appropriate):
For example: Globalization and Diasporas;
Learning about Diversity and Social Justice;
Immigration in St. Louis

D. **Participation in the Midwest Model European Union Simulations**
For more than 12 years in a row I have helped to train two “national” delegations of UMSL students in conjunction with my Comparative Politics of Europe/Politics of European Union class; these students compete with 10-15 other universities in the annual Midwest Model EU simulation at Indiana University/Purdue University (IUPUI) in Indianapolis. Over the last six years we have also drawn participants from Elizabeth Vining’s Business Administration course on European Marketing Practices. Each spring we solicit financial contributions from the Honors College, the Business School, the Political Science Department, Student Activities and the Center for International Studies to ensure 14-18 students a more/or/less cost-free learning experience, where they assume the roles of EU Commissioners, national Prime Ministers, Foreign Ministers, Environmental, Economics and Agricultural Ministers, and Directorate General researchers for a 3-day, non-stop period in mid-April. The students debate resolutions, allocate institutional resources, design emergency relief programs, and otherwise hammer out diplomatic compromises among 27 different countries. They must prepare “debatable” proposals and supply talking points for their fellow ministers prior to departure. My students are subsequently required to submit an 8-10 page evaluation of their experiences (indicating which body was the most powerful; what proposals were most controversial/why; what they should have known about their “own” country, etc.), in lieu of a final examination. Despite competing with a wide assortment of universities with bona fide European Studies programs, we have secured a number of Best Delegate prizes, especially over the last five years (for our Best Agricultural, Foreign and Environmental Ministers, and Best Commissioner, respectively).

I have also provided “briefing” session for students participating in the Midwest Model United Nations in St. Louis, e.g., representing Portugal this year.


e. Service-oriented Learning: Internships
I have “required” all of the students I have personally mentored: over the course of 30 years to undertake public-service internships (for 3 hours of academic credit). Each has been required to provide a detailed –end-of semester report, three of which I actually included in an IWGS publication commemorating the 25th anniversary of that program’s existence in 2003, under the title “Seeds of Change.” Most of those have turned out to be “life-transforming experiences” for each of the students involved; here are a few examples drawn from the last ten years:

- Angela Postal spent a semester at Planned parenthood, followed by an offer of paid employment, where she worked as a lobbyist; she has now moved on to NARAL, and returned to complete a Masters in Public Policy & Administration.
- Maryann Brickey interned for then US-Senate candidate Nancy Farmer, then became her paid press and media coordinator; she is now applying to grad school.
- Amanda Wylie worked with abusive men at RAVEN, then went off to Costa Rica and Nicaragua where she was actively involved in NGO’s until she decided to return to graduate school this year.
• Sandra Zambrana had an incredible internship at a battered women’s shelter in Bolivia, where she wound up establishing the country’s first-ever data-base on femicide (see letter for details).

• Emily Trevathan secured this campus’s first ever internship at the premier research center on women, the Institute for Women’s Policy research in Washington, D.C., where she conducted economic analysis on women and welfare.

• Heather Hewitt, who interned at the Human Developing Corporation (focusing on immigration issues) was offered a paid job; she is now Division Director of Grants and Corporate Development, working on $20 million dollar community grants.

• Michael Siebel recently completed his internship for the U.S. State Department, working at the US. Embassy in Berlin, Germany.

• Lina Alter, one of my students in Berlin, completed internships with CBS News and three German national news outlets, respectively.

• Vera Redkina Strebel undertook an independent study with me while completing TWO full-time degree programs at Saint Louis University and the UM-St. Louis, respectively; she completed Law School last year and was accepted into the elite US core of military lawyers known as the JAG program.

I think of the women, especially, as my virtual daughters, all of whom have kept in touch, continue to seek my career advice – and even ask me to “correct” whatever they happened to be writing at the time (e.g., personal statements for grad school, Law School, etc.).

The men have also kept in touch, like one of my first students on this campus, Kevin Bauer – an ex-Marine who would up managing major security details for the U.S. State Department at a variety of US Embassies across Europe and the Middle east for the last 30 years; he is about to retire to go into private consulting in the Washington, D.C. area.

Gordon Bardos was accepted into a Ph.D. Program at Columbia University, which he temporarily interrupted to serve as a personal translator for the IFOR chief in Sarajevo (and former Swedish Prime Minister), Carl Bildt. He is now Program Director at the Avril Harriman Center for Russian and Central European Studies at Columbia University (New York).
Joyce Marie Mushaben: TEACHING RECORD, 1980-2011

I. COURSES TAUGHT IN THE U.S. AND GERMANY

A. Regular course offerings ++ and new courses*** at UM-St. Louis (1980-2011):

*** indicates course I designed/added to regular curriculum.

++ PS 12 (now PS 1500) Introduction to Comparative Politics: a survey of key components of political culture, covering the "isms" (including feminism), as well as the institutional dimensions of Eastern, Western and developing states.

*** PS 190 The New Politics - Protest, Participation and the New Social Movements: a study of the political-sociological forces behind various forms of conventional and non-conventional participation, with an emphasis on peace, ecology and feminist movements in advanced industrial states.

*** Honors 2030 Democratization and the Women of Europe This course assesses the impact of West European integration and processes of East European democratization since 1989-90. It compares the socio-economic status of women in the EU member-states, as well as their direct participation in government, to that of women in the former socialist states, in an effort to determine whether the transfer of Western models is "appropriate" and whether the institutional "restructuring" taking place in the latter is indeed democratic.

*** PS 3470/WGS 2150 Gender, Race/Ethnicity and Public Policy (comparative): a course focusing on the relationship between women's political status, roles, empowerment strategies ("women in politics") and their respective economic rights or restrictions ("policies for women") in capitalist, socialist and developing states; one segment focuses directly on public policies for women in the USA.

*** PS 3590/WGS 2150 Women, Leadership and the Global Gender Gap (renamed: Women and Leadership World-Wide: Breaking the Glass Ceiling) A comparative treatment of women's "political movements" and case studies of female heads of government across a broad spectrum of developed and developing nations. We explore biographical factors, formal qualifications, women's "paths to power," their leadership styles and policy emphases, along with public and media responses to their efforts to "make a difference."

++ PS 2510 The Comparative Politics of Europe (renamed: The Politics of European Union): originally intended to cover only West European countries, I persuaded my department to redefine the contents of this course in 1986 to allow me to deal more extensively with "Central" European developments; one-fourth of the semester is devoted to the socio-political status of women.

*** PS 2510 The Politics of European Union: Gender and the Democratic Deficit - begins with "classical features" of the post-WWII order, then investigates the major EU institutions (Commission, Council, Parliament, Court of Justice, etc.), as a prelude to examining
EU-specific “gender polices” (Directives, Action Plans, strategic concepts) that are reshaping equal opportunities for women and men in the individual Member States. Pays special attention to the impact of gender mainstreaming, and considers new problems emerging out of EU enlargement (from 15 to 25 states). In our “spare time,” we also prepare to participate in the Midwest Model EU (April 14-16) at Indiana University/Purdue in Indianapolis.

*** PS Honors 235 The Quest for Security In a Nuclear Age: a treatment of the historical, biological, ethical and strategic dimensions of superpower defense.

++ PS 256 The Soviet Political System [renamed: Russia and the New Republics]: an examination of political-economic conditions responsible for the creation, collapse and reconstruction of the former Soviet Union, with emphasis on new elites and interest groups, problems of democratic transition, ethnic conflict and socio-economic reform.

++ PS 351 Comparative Public Policy and Administration: topics covered range from administrative “culture” and recruitment, the evolution of welfare state programs in the developed countries, to a critical assessment of US policies affecting women’s reproductive rights in the Third World and the impact of new human reproductive technologies on questions of choice and regulation.

*** PS 3510/WGS 3350 Gender, Ethnicity and Welfare States in Comparative Perspective [I also teach a graduate version of this course, PS 6451]- examines the forces driving efforts to dismantle, reform or restructure welfare state policies in advanced industrial contexts, with special emphasis on the consequences for women and minorities. It considers historical foundations, patterns of “borrowing” and expansion, basic financing and service delivery mechanisms, as well as external factors driving significant financial cutbacks. Case studies include Sweden, Germany, France, United Kingdom, the USA (e.g. post-Hurricane Katrina developments), assessing these systems in relation to the intersectionality of class, gender, race/ethnic origin, and democratic citizenship.

*** PS 3595/WGS 3350 Gender, Religion and the Body Politic: Feminism vs. Fundamentalism - explores the changing roles of women in religion and the cultural uses of religious authority to achieve gendered political power. It examines a plethora of cultures (though the main focus lies with Catholicism, Islam, and Judaism), traditionally defined gender roles, changes resulting from modernization and secularization, tensions between the Vatican Council and feminist movements, as well as reactionary or revitalizing currents imposing religious mandates on the entire body politic. The course takes the anthropological view, analyzing people’s religious convictions in their own terms but also how they fit into feminist theoretical critiques, the construction of civil society and cultural adaptation to global change.

*** Honors 3030/Senior Seminar: Citizenship, Immigration and Human Rights in Comparative Perspective. This course examines the political-economic functions of gender, ethnicity and citizenship in a globalized context. It begins with an historical re-assessment of ethnic migration experiences (African, Asian, Hispanic, European, etc.). It then explores the emerging international human
rights culture that is redefining gender and minority relationships across Europe. Students conduct and present field-research based on the dictum: *Think globally, act locally!*

*** Honors 3030/PS 4520 Mega-Cities and Diasporas: Understanding Global Migration (also offered as a graduate seminar: PS 6451). As of 2001, 32% of the world’s urban population lived in slums, a particular plague in developing states. By 2007, nearly half of all human beings were city dwellers, leading to ungovernability, environmental degradation, health/welfare crises and other problems of urban sustainability. Once defined as metropolitan areas accommodating over 5 million people, today’s mega-cities must provide the means of survival for **10 to 25 million** residents. This astounding mass migration to major cities has been fueled in part by shifts in global markets, structural adjustment policies, natural catastrophes and ethno-religious configurations. This course examines the causes and effects of mega-city development and migrating diasporas in a variety of national settings, including but not limited to Germany, Brazil, Mexico, China, India, Turkey and Kenya. It fosters “awareness” of the “interconnectedness” of politics, economics and climate change across the planet.

++ PS 450 (now PS 6450) Graduate Pro-seminar in Comparative Politics: an introduction to the concepts and methods of comparative analysis with an emphasis on US/European public policies (welfare, environment, reproductive rights), institutional variables, qualitative and cross-national research methods.

*** PS 451 (now 6451) Graduate Seminar on "Political Dynamics of the New Europe:" themes include the problems of (resurgent) national identity, the formal processes of European integration under the Single European Act and the Maastricht Treaty, along with a reconsideration of European military security needs.

*** PS 451 (6451) Grad Seminar: Welfare States in Comparative Perspective (see 3510 above)

*** PS 6450 Proseminar: Politics & Religion: Integrating Muslims in Europe and the United States This course addresses a variety of theoretical and qualitative-methodological approaches to Comparative Politics, concentrating on the unifying theme of Politics & Religion across advanced industrial states. It will examine the role of legal-structural, historical institutional and political-cultural factors, as well as the connections between and among populist politicking, socio-economic stratification, public policies, identity formation, citizenship ideals, human rights, gender roles, interest group mobilization and national security concerns at the local, national and supranational levels, with a special emphasis on the role of Islam in post 9-11 societies.

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COURSES I TAUGHT AT THE OHIO STATE UNIVERSITY (1995-96)
WS 610 Women, Nationalism and Citizenship; (graduate seminar)
WS 210 Women, Culture and Society (mass undergrad lecture)
WS 510 US Women’s Movements (Honors and undergrad versions)
COURSES I TAUGHT AT THE UNIVERSITY OF ERFURT, GERMANY 1996
++ Vorlesung: Einführung in die vergleichende Politikwissenschaft (Comparative Politics and Policies) [in German]
++ Seminar: Sozialpolitik und Wohlfahrtsstaaten in vergleichender Perspektive (Social Policies and Welfare States in Comparative Perspective) [in German].
++ Seminar: Politics and Political Culture in the United States

COURSES TAUGHT AT HUMBOLDT UNIVERSITÄT, BERLIN, GERMANY SUMMER 2002, SUMMER 2006:
Seminar: „Geschlechter, Ethnizität, und the American Dream: Einwanderung, Erwerbstätigkeit und Einbürgerung (Gender, Ethnicity and the American Dream, Revisited: Immigration, Employment and Enfranchisement) [in German]
PS 1500 Introduction to Comparative Politics

Prof. Joyce Marie Mushaben
Office: 712 Tower
Tel.: 314/516-4908
E-mail: mushaben@umsl.edu

Class Time: MW 11-12:15
Place: Clark Hall 213
Office Hours: MW, 12:30-2pm, T 9-11am & by appointment

Dear Lord,
If I cannot comfort the afflicted,
at least let me afflict the comfortable.
John Kenneth Galbraith

COURSE CONTENT
Most of us don't need PBS or Fox News invading our personal space nightly to convince us that the planet Earth has become a very complex place to inhabit. The "Velvet Revolutions" of 1989 turned the Cold War World on its head, while various "Gulf Wars" since 1990 have created strange "Coalition(s) of the Willing -- NOT" in the Middle East. Genocidal acts in Bosnia, Rwanda and Kosovo suggest that barbarity among state actors did not end with the deaths of Attila the Hun, Genghis Khan, Adolf Hitler, Joseph Stalin or even Chairman Mao. What is it that motivates leaders of all sizes, shapes and colors to engage in such practices? And what can the rest of us do about them?

Average citizens can respond to the complexity of international and domestic politics in many ways: "We the people" can tune in, turn off, throw the bums out, lobby in the nation's capital, or even join a neighborhood terrorist organization. Whether we participate actively or not, our daily lives are affected by things happening in other parts of the world. St. Louis, for example, has become a safe haven for over 60,000 Bosnian refugees, tying us closely to the war in Yugoslavia.

This introductory course is designed for students with a lively interest in the practices of modern governments. We explore the effects of ideology, political culture and divergent levels of economic development on policy-making processes across continents, examine several major political system "types," and learn to evaluate them in a variety of ways. Students will discover that decision-making around the globe involves a very chaotic network of inputs, outputs, throughputs, demands, resources and processes - and that "politics" means very different things to different people as well.

Most Americans have little more than an elementary understanding of the operations of their own government, much less those of foreign states. We start with "the basics," that is, with the whys and wherefores of comparative politics, then pursue a country-by-country approach, intended to familiarize students with the central political structures, key governmental actors and routine policy processes in the United Kingdom, France, Germany, in Scandinavia/Mediterranean states, the former Soviet Union, and the People's Republic of China. We then address questions of protest/participation, sustainable development, and the political-economic problems posed by globalized Mega-Cities.
Lectures and discussions will draw upon information contained in the three required texts, all of which you are expected to purchase from the UM-St. Louis Bookstore. YOU MUST PURCHASE ALL THREE REQUIRED TEXTS; if you do not, you will ultimately fail this class. They are:


Students should moreover check out, copy or otherwise secure access to additional REQUIRED ARTICLES posted on MY GATEWAY, ALONG WITH RELEVANT NPR/BBC NEWS REPORTS that you can download for listening. One "hard" copy of the required readings will also be "on Reserve" in my office for copying purposes.

INSTRUCTIONAL PHILOSOPHY AND COURSE REQUIREMENTS

The format consists of regular lectures and short class presentations (end of semester). Students will be held accountable for ALL information presented in the lectures and the readings.

BE FOREWARNED: This professor has a very low tolerance for unexcused absences and lack of preparation. ATTENDANCE IS MANDATORY, for two reasons: first, for most of you, this material will be new, and classes will help you to identify and absorb nuances inherent in the readings. Secondly, the quality of class discussion depends on our ability to build on previous deliberations. You cannot build a store of knowledge without continuity. Each student is responsible for consulting with me regarding materials missed in the event of ANY ABSENCE. Anyone exceeding THREE UNEXCUSED ABSENCES should not expect to receive an "A" grade in this course; anyone with SIX such ABSENCES should not expect to receive as much as a "B." I decide what is or isn't "excusable."

Students will be judged on their mastery of lecture and reading materials, as demonstrated by their performance on THREE IN-CLASS EXAMINATIONS, each worth 25% of the final grade; you will receive a comprehensive review sheet at least one week prior to the test. TAKE IT VERY SERIOUSLY. Students will also be evaluated based on their ability to write cogently and critically on a topic to be provided by this professor. This WELL WRITTEN ESSAY -- a minimum of 6 FULL PAGES in length -- will constitute an additional 25% of the course grade. All papers will be evaluated on the basis of FORM AS WELL AS CONTENT. Students are thus encouraged to consult with me early -- with rough drafts in hand -- regarding any pre-scheduled assignment. Please stick to my regular office hours whenever possible, though I am willing to schedule personal appointments if necessary. I will automatically deduct one letter grade per day for late papers.

RECORDING POLICY: This class may NOT be taped or otherwise recorded without
the EXPLICIT, WRITTEN PERMISSION OF THE INSTRUCTOR. Those with other special needs should likewise contact me directly.

LAP-TOP POLICY: Given my previous classroom experiences (people playing games, etc), LAP-TOPS ARE NOT PERMITTED for "note-taking" purposes unless you have a certified disability necessitating such use.

CELL-PHONE/BEEPER POLICY: If yours goes off during class, YOU WILL AUTOMATICALLY BE FINED $5, NO EXCUSES, which will be put towards the cost of class refreshments at the end of the semester. If you do not know how to turn yours off, you probably should not own one.

PLAGIARISM OR CHEATING OF ANY KIND is grounds for AUTOMATIC FAILURE with regard to the assignment in question, and will be reported immediately to relevant campus officials for further disciplinary action.

TEXT MESSAGING ON TESTS. This is a real university, where we expect people to speak and write in complete sentences. Unless abbreviated terms appear on the test sheet, they should not be included in your responses, or you will receive zero points for that component of the test. If you are text messaging DURING a test, you will automatically fail.

PAPER SUBMISSION: Academic essays submitted as course assignments have historically been called "papers" BECAUSE THEY WERE TYPED ON REAL PAPER. This professor expects you to uphold that time-honored tradition. Do not expect me to function as your personal secretary by printing out whatever you might decide to send electronically at the last minute. It is all too easy to prevaricate (look that one up) by claiming that "it must not have gone through." NO E-MAILED "PAPERS" WILL BE ACCEPTED. All deadlines are clearly specified in this syllabus.

DISCUSSION SCHEDULE AND REQUIRED READING ASSIGNMENTS
*** Required  +++ Recommended

I. COMPARING WHAT AND HOW
23. August  Why don’t all States look alike? Political Culture
*** Hauss, *Comparative Politics*, Chap. 1

25. August  Democracy in Theory and Praxis
*** Hauss, *Comparative Politics*, Chap. 2
II. THE MOTOR BEHIND THE MACHINE: IDEOLOGY

30. August Capitalism; The Not-So-Invisible Hand

*** Hauss, Chap. 3 (United States)
*** MY GATEWAY:  Read file called "Capitalism"
* Adam Smith, "The Wealth of Nations"
* George Soros, "The Capitalist Threat"

1. September Fraternal or Identical Twins? Socialism and Social Democracy

*** MY GATEWAY: T.R. Reid, "The European Social Model"
*** MY GATEWAY: Read file called "Socialism,"
*** listen to NPR reports

6. September LABOR DAY NO CLASS

8. September Communism: Theory Versus Praxis

*** Hauss, CP, Chap. 8 (Communist Regimes)
*** MY GATEWAY: read file called "Communism"
[ Karl Marx, "Communist Manifesto" excerpts]

13. September Nazism, Fascism and Ultra-Nationalism

*** "Auschwitz: Direct Forms of Extermination"
*** MY GATEWAY: Read file called "Fascism"
* "Aryan Nation"
* "Dictators dot com."

15. September First, Second and Third Wave Feminism

*** MY GATEWAY: Seneca Falls Declaration (1848)
*** MY GATEWAY: Read file called "Feminism" (at least three!)
* "The True Clash of Civilizations"
* "Europe Crawls Ahead"
** "France goes Nuts for Parity"

20. September Fundamentalism and "the Clash of Cultures"

*** Hauss, Chap. 13 (Iran)
*** MY GATEWAY: read file called "Fundamentalism"
* "Radicalism: Is the Devil in the Demographics"
* Kahane, "Uncomfortable Questions for Comfortable Jews"
* Falwell, "Fundamentalism is Alive and Well"
* Khomeini, "Islamic Government"

22. September ★★★ FIRST EXAMINATION ★★★

III. POLITICAL SYSTEMS AT WORK

27. September Great Britain: The Weight of Tradition
   *** Hauss, Chap. 4 (UK), pp. 65-78
   *** MY GATEWAY: Read file called "Blair's Britain"
   *** NPR reports

29. September Not So United Kingdom: Divorce and Devolution
   *** Hauss, Chap 4, pp. 78-99
   *** Listen to NPR/BBC Reports
   *** MY GATEWAY: Read file called "Northern Ireland"

4. October France: The Delinquent Society
   *** Hauss, Chap. 5, (France), pp. 101-112
   *** MY GATEWAY: Read file called "French riots/Le Penism"

6. October Stagnation, Immigration and Identity
   *** Hauss, Chap. 5, pp. 112-135
   *** Listen to NPR reports
   *** MY GATEWAY: Read file called "Headscarf Debate"

11. October Germany: Efforts to Conquer Two Pasts
    *** Hauss, Chap. 6 (Germany), pp. 139-152

13. October The Berlin Republic: No More Miracles?
    *** Hauss, Chap. 6 (Germany), pp. 153-169
    *** Listen to NPR reports
    *** MY GATEWAY: Read file called "Angela Merkel"

18. October Scandinavian vs. Mediterranean Models
    *** MY GATEWAY: Read file called "Scandinavia/Mediterranean States"
    *** Listen to NPR reports
    *** Hauss, Chap. 7 (EU)

25. October  *** SECOND EXAM ***

IV. THE WORLD OF (RE)EMERGING STATES

27. October  The Politics of Soviet Disunion
    *** Hauss, Chap. 9, pp. 221-247
    *** MY GATEWAY : Read file called "Putin, plus"

1. November  Neither Common, Nor Wealthy: The New Republics
    *** Hauss, Chap. 9, pp. 247-259
    *** Listen to NPR/BBC reports
    *** MY GATEWAY : Read file called "Ethnic Conflict"

3. November  China: Two Steps Forward, One Step Back
    *** Hauss, Chap. 10 (China)
    *** Listen to NPR/BBC reports

8. November  Rethinking Structural Adjustment: Free Trade vs. Fair Trade
    *** Hauss, Chap. 11 (LDCs), Chap. 16 (Mexico)
    *** Neuwirth, Shadow Cities, Prologue,
    *** Listen to NPR/BBC reports

V. THE THIRD WORLD: PROGRAMS FOR SURVIVAL

10. November  Whose Responsible for Environmental Racism?
     PRESENTATIONS on NAIROBI, HAITI, EAST ST. LOUIS
     *** Hauss, Chap. 15 (Nigeria)
     *** Neuwirth, Shadow Cities, Chaps. 2, 8 and 9
     *** MY GATEWAY : Read file on "East St. Louis"
     *** Listen to NPR Reports

15. NOVEMBER  LAST DAY YOU MAY DROP/WITHDRAW FROM A COURSE
   WITH A GRADE.

15. November  Mega-Cities and "Private Property"
     PRESENTATIONS on CALCUTTA, MUMBAI,
17. November Rise and Fall and Rise of Ancient Civilizations
PRESENTATIONS on ISTANBUL, BEIJING
*** Neuwirth, Shadow Cities, Chap. 4, 6 and 10
*** MY GATEWAY: COURSE DOCUMENTS on China
*** Listen to NPR/BBC Reports

20.-28. November -- THANKSGIVING/FALL BREAK

29. November Re-assessing Structural Adjustment
PRESENTATIONS ON COSTA RICA, ECUADOR, RIO DE JANEIRO
*** Neuwirth, Shadow Cities, Chap. 1, 5 and 7
*** MY GATEWAY: COURSE DOCUMENTS on Costa Rica and Ecuador

1. December Sustainable Development and the Gender Gap
*** Frank, Bananeras, Acknowledgments, Chaps. 1, 2 and 3

6. December Citizen Input as a Developmental Resource
PRESENTATIONS on BANANERAS
*** Frank, Bananeras, Chaps. 4, 5, 6 and Conclusion
*** DOCUMENTS Gender Justice & Climate Change on-line:
http://www.genderaction.org/images/2009.02_Doubling%20Damage_AR.pdf OR

8. December "Everything is Connected": Bagdad and Beyond
*** Hauss, Chap. 14 (Iraq), Chap. 17 (Global Challenges)
*** Listen to NPR reports

★★★ PAPER DUE by 5 pm ★★★
ABSOLUTELY NO E-MAIL PAPERS ACCEPTED

13. December 10:00 - 12 Noon THIRD EXAMINATION (in class)
PART I: Be prepared to describe, define and otherwise indicate the political or societal significance of eight of the following concepts in short paragraph form. For an adequate answer, you should provide at least five “facts” or ideas about each -- who, what, when, where & how/why; identifying what stands behind initials or providing a date only counts for half a point, maximum. Total points for this section will constitute 50% of your exam score.

=== HOT TIP: Study these terms in clusters, since many of them are related. Use one to clarify or define another, since you will NOT be expected to identify ALL of them. The order in which these terms appear are NOT reflective of substantive connections between/among these terms.

NOTE: All exams will be graded anonymously. You must bring your own “bluebook” to class on Feb. 19th. I reserve the right to examine these blue books prior to the test, or at any time during the test itself.

************** ACHTUNG!!! WARNING !!! ATTENZIONE !!! ***************
I WILL AUTOMATICALLY DEDUCT ONE FULL POINT FOR EACH TERM LISTED ANYWHERE ON THIS REVIEW SHEET OR ON THE TEST SHEET THAT IS INCORRECTLY SPelled.

-- nation, state, nationalism -- "bundle of rights"
-- fundamentalism -- means of production
-- dictatorship of the proletariat -- political socialization
-- "invisible hand" -- the comparative method
-- TINSTAAFL -- European Social Model
-- catch-all party -- gender mainstreaming
-- competition/competitiveness -- exchange value of labor
-- Versailles Treaty -- “the largest mental institution”
-- infallibility of Scripture -- "the black box"
-- Seneca Falls Declaration -- Aryan Nation
-- "Believe, Fight, Obey" -- “three waves of democracy”
-- surplus value -- forms of extermination
-- Keynesian economics -- Social Darwinism
PART II

Be prepared to write a cogent, concise essay (at least FIVE HANDWRITTEN BLUEBOOK PAGES, SINGLE SPACED) on ONE of the three topics listed below, for a total of 50% of your test grade. You are encouraged to include a few positively or negatively critical ideas of your own AFTER you have provided a CONCRETE DESCRIPTION of the phenomena involved. Your fearless leader will be very disappointed by answers that are no more than long definitions or attempted regurgitations. She will also reject answers that are little more than your "opinions" or political tirades. Make sure to incorporate concrete examples and specific references (e.g. including author's name) from the required readings and news reports provided to you.

1. **Describe, discuss, compare and contrast the importance of and the specific nature of the contribution made by at least FIVE AGENTS OF SOCIALIZATION to the development of an individual citizen's political values, knowledge and opinions. Elaborate on the types of values, attitudes and behaviors acquired at each stage, providing concrete examples. WHICH ONE of these agents do YOU consider to be the most important, and WHY? What impact does this appear to be having on US Democracy, and WHY?**

2. **Outline and discuss the fundamental principles, "basic rules of the game" and other systemic or cultural prerequisites that serve as the foundation for a DEMOCRATIC political system. Which TWO principles do YOU consider to be the most important, and WHY? Are these "necessary and sufficient" principles as far as democratic consolidation goes? Why or why not? Include concrete examples from the readings and news reports.**

3. **Describe, compare & contrast the fundamental tenets of TWO ideologies, with special emphasis on the linkages they posit and the balance they seek to establish between ECONOMIC POWER and POLITICAL POWER, ECONOMIC FREEDOM and POLITICAL FREEDOM and EQUALITY. Take your pick of NO MORE and NO LESS than two of the following: CAPITALISM, DEMOCRATIC SOCIALISM, SOCIALISM, FASCISM, AND COMMUNISM. Which ideology, in YOUR JUDGMENT, offers the best balance between economic and political power? Provide reasons/CONCRETE evidence from the readings and news reports, supporting WHY you believe this to be the case.**
PART I: Please describe, define and otherwise indicate the political or societal significance of eight of the following concepts in short paragraph form. For an adequate answer, you should provide at least five “facts” or ideas about each -- who, what, when, where & how/why; identifying what stands behind initials or providing a date only counts for half a point, maximum. Total points for this section will constitute 50% of your exam score. PLEASE USE A PEN, and skip one space BETWEEN EACH ID.

NOTE: All exams will be graded anonymously. DO NOT WRITE YOU NAME ANYWHERE INSIDE OF YOUR BLUEBOOK. I reserve the right to examine all blue books at any time during the test itself. I WILL DEDUCT ONE POINT FOR EACH TERM LISTED ON THIS TEST SHEET THAT IS INCORRECTLY SPelled.

-- "bundle of rights" -- dictatorship of the proletariat
-- political socialization -- Wealth of Nations
-- Temple Mount -- quota system
-- TINSTAAFL -- electoralism/electionism
-- catch-all party -- infallibility of Scripture
-- "the black box" -- forms of extermination
-- Seneca Falls Declaration -- Aryan Nation
-- "Believe, Fight, Obey" -- surplus value
-- three Waves of Feminism -- dictator.com
-- “youth boom” -- Swiss health care
-- dialectical materialism -- “clash of civilizations”
-- Islamic Government -- American exceptionalism
PART II

You are now expected to compose a cogent, concise essay (at least FIVE HANDWRITTEN BLUEBOOK PAGES, SINGLE SPACED) on ONE of the two topics listed below, for a total of 50% of your test grade. You may include a few positively or negatively critical ideas of your own AFTER you have provided a concrete description of the phenomena involved. Your fearless leader will be very disappointed by answers that are no more than long definitions or attempted regurgitations. She will also reject answers that are little more than your "opinions" or political tirades. Make sure to incorporate concrete examples and specific references (e.g., including author's name) from the required readings and news reports provided to you courtesy of NPR/BBC. MAKE SURE TO ANSWER ALL PARTS OF THE ESSAY QUESTION!!!!!!!!!!!!

1. Outline and discuss the fundamental principles, "basic rules of the game" and other systemic or cultural prerequisites that serve as the foundation for a DEMOCRATIC political system. Which TWO principles do YOU consider to be the most important, and WHY? Are these “necessary and sufficient” principles as far as democratic consolidation goes? Why or why not? Include concrete examples from the readings and news reports.

2. Describe, compare and contrast the fundamental tenets of TWO ideologies, with a special emphasis on the linkages they posit and the balance they seek to establish between ECONOMIC POWER and POLITICAL POWER, ECONOMIC FREEDOM and POLITICAL FREEDOM and EQUALITY. Take your pick of NO MORE and NO LESS than two of the following: CAPITALISM, DEMOCRATIC SOCIALISM, (TRANSITIONAL) SOCIALISM, FASCISM, AND COMMUNISM. Which of the two ideologies, in YOUR judgment, offers the best balance between economic and political power? Provide reasons and CONCRETE evidence from required readings and news reports, supporting WHY you believe this to be the case.
**Introduction to Comparative Politics**  
Professor Joyce Marie Mushaben  
Fall Semester 2010  
Review Sheet for the Second Exam

**PART I**: Be prepared, as last time — actually, you need to be much BETTER PREPARED than last time — to describe, define and otherwise indicate the political or societal significance of eight of the following concepts in short paragraph form. For an adequate answer, you should be able to provide at least five profound facts or ideas (who/what/when/where/how or why is this important?) regarding each one. Identifying what stands behind the initials or providing a date only counts for half a point, maximum. Total points for this section will constitute 50% of your exam score.

=== HOT TIP: Study these terms in CLUSTERS, since many of them are related. Use one to clarify or define another, since you will not be expected to identify ALL of them on the exam.

| -- deferential society | -- German list voting |
| -- ministerial responsibility | -- collective responsibility |
| -- the Greens | -- OXBRIDGE |
| -- Ostpolitik | -- devolution |
| -- constructive vote of non-confidence | -- Common Agricultural Policy |
| -- Her Majesty's Loyal Opposition | -- Good Friday Agreement |
| -- Mezzogiorno | -- the "new Commonwealth" |
| -- CDU/CSU | -- Fifth Republic |
| -- British constitutional reform | -- Qualified Majority Voting |
| -- Thatcherism | -- "economic giant, political dwarf" |
| -- pantouflage | -- powers of the presidency |
| -- unification | -- remiss system |
| -- "crisis, routine, crisis" | -- the French Right |
| -- preliminary ruling | -- EU Councils |
| -- ministerial cabinets | -- European Court of Justice |
| -- "first past the post" | -- active labor market policy |
| -- "5-percent clause" | -- Shadow Cabinet |
| -- four Mediterranean cleavages | -- Angela Merkel |
| -- "corporate pluralism" | -- Grandes Ecoles |
| -- cohabitation | -- Le Penism |
| -- the "Eurocrats" | -- federalism v. functionalism |
| -- Maastricht Treaty | -- Grand Coalition(s) |
| -- EESC | -- Bundesrat |
| -- completion/deepening/enlargement | -- "three pillars" |
| -- the "democratic deficit" | -- supranationalism |
PART II  Be prepared to wax eloquent, to write a cogent and concise essay (at least four to five HANDWRITTEN BLUEBOOK PAGES, SINGLE SPACED) on ONE of the three topics listed below, for a total of 50% of your test grade. You are encouraged to include a few positively or negatively critical ideas of your own AFTER you have provided a concrete description of the phenomena involved. You are expected to incorporate multiple CONCRETE EXAMPLES FROM THE REQUIRED READINGS AND THE NPR/BBC/NEWS REPORTS I HAVE PROVIDED.

1. Describe, discuss, compare and contrast the relationship between the executive branch and the dominant parliamentary body in any TWO of the political entities listed below:

Great Britain  France
Germany  European Union

Which of the two branches of government is the more powerful in each system? Who has the primary responsibility for policy formation in each, and what kind of "support base" does it enjoy? What kinds of checks and balances exist in each system as a protection against the abuse of political power?

2. Outline and discuss the factors which have resulted in the politics of stability and the politics of instability, respectively, in the Scandinavian states and in the Mediterranean Basin. What types of cleavages used to exist/are still evident in those societies, and what mechanisms or strategies have the governments in each region adopted in the hopes of reducing them? In your judgment, what role has economic development (or the lack thereof) played in the stabilization of political development? How has EU membership possibly affected these countries?

3. Focusing on ANY TWO OF THESE COUNTRIES (Britain, France, Germany), outline and discuss the changing nature of socio-political and/or economic problems confronting that particular polity since the 1990s. You should draw very heavily upon the required readings and NPR reports provided. How do these problems differ from the conditions of the 1970s and 1980s? What policy strategies seem to have been adopted by the government in power? How successful or unsuccessful do you judge them to have been so far?
PART I : As last time, you are to describe, define and otherwise indicate the political or societal significance of EIGHT (NO LESS AND NO MORE THAN EIGHT) of the following concepts in short paragraph form. For an adequate answer, you should be able to provide at least five profound facts or ideas (who/what/when/where/how or why is this important?) regarding each one. Identifying what stands behind the initials or providing a date only counts for half a point, maximum. Total points for this section will constitute 50% of your exam score.

REMEMBER: I WILL AUTOMATICALLY DEDUCT ONE WHOLE POINT FOR EVERY TERM THAT IS MISSPELLED, IF IT APPEARS ON THIS SHEET!

-- European Court of Justice -- collective responsibility
-- the Greens -- OXBRIDGE
-- Ostpolitik -- supranationalism
-- Common Agricultural Policy -- Her Majesty’s Loyal Opposition
-- Good Friday Agreement -- Le Penism
-- Grand Coalitions -- Fifth Republic
-- British constitutional reform -- Thatcherism
-- unification -- ECSC
-- “the Eurocrats” -- remiss system
-- Mezzogiorno -- the "new Commonwealth"
-- Bundesrat -- completion/deepening/enlargement
-- active labor market policy -- “crisis, routine, crisis”
-- "5-percent clause" -- cohabitation
PART II  You should now write a cogent and concise essay (at least four to five HANDWRITTEN BLUEBOOK PAGES, SINGLE SPACED) on ONE of the two topics listed below, for 50% of your test grade. Include a few positively or negatively critical ideas of your own AFTER you have provided a concrete description of the phenomena involved. Where appropriate, please include CONCRETE EXAMPLES FROM THE REQUIRED READINGS AND THE NPR/BBC/NEWS REPORTS I HAVE PROVIDED.

1. Describe, discuss, compare and contrast the relationship between the executive branch and the dominant parliamentary body in any TWO of the political entities listed below:

   Great Britain  France

   Germany  European Union

Which of the two branches of government is the more powerful in each system? Who has the primary responsibility for policy formation in each, and what kind of "support base" does it enjoy? What kinds of checks and balances exist in each system as a protection against the abuse of political power?

2. Outline and discuss the factors which have resulted in the politics of stability and the politics of instability, respectively, in the Scandinavian states and in the Mediterranean Basin. What types of cleavages used to exist AND/OR are still evident in those societies, and what mechanisms or strategies have the governments in each region adopted in the hopes of reducing them? In your judgment, what role has economic development (or the lack thereof) played in the stabilization of political development? How has EU membership possibly affected these countries?
DO NOT FORGET TO PURCHASE A BLUEBOOK PRIOR TO THE EXAM.

PART I: Be prepared, as last time, to describe, define AND indicate the larger political or societal significance of EIGHT of the following concepts in **short paragraph form**. For an adequate answer, you should be able to provide **five profound facts or ideas** along the lines of WHO, WHAT, WHEN, WHERE AND WHY/HOW. Total points for this section will constitute 50% of your exam score. It is useful to study these terms in clusters, since many of them are related. **I WILL DEDUCT ONE FULL POINT FOR EACH TERM LISTED ANYWHERE ON THE TEST SHEET THAT IS INCORRECTLY SPELLED.**

| --- IMF/World Bank | --- PQLI |
| --- Tienanmen Massacre | --- People's Liberation Army |
| --- capital flight | --- Commonwealth of Independent States |
| --- Mexican '68 | --- *circular flow of power* |
| --- "the oligarchs" | --- the Great Purges |
| --- Chechnya | --- Khrushchev's "secret speech" |
| --- Cultural Revolution | --- debt crisis |
| --- "missing women" | --- *glasnost/perestroika* |
| --- Russian presidency | --- free trade vs. fair trade |
| --- Sunni & Shia (NOT Sonny & Cher) | --- structural adjustment |
| --- Sacramento Squatters | --- "property is theft" |
| --- adverse possession | --- caste system |
| --- *favela* drug gangs | --- Habitat |
| --- ACP bananas | --- "U.S.S Honduras" |
| --- Cárdenas legacy | --- Grameen Bank |
| --- Iranian Revolution of 1979 | --- "Women's power is union power" |
| --- NAFTA | --- Council of Guardians |
| --- Streeterville | --- Shirin Ebadi |
| --- Emergency Rule | --- Punjab/Kashmir |
| --- Baath Party | --- chador |
| --- Indian National Congress | --- the Kurds |
PART II Be prepared to write a cogent and concise essay (at least FOUR HANDWRITEN BLUEBOOK PAGES, SINGLE SPACED) on ONE of the three topics listed below, for a total of 50% of your test grade. You are encouraged to include a few positively or negatively critical ideas of your own AFTER you have provided a concrete description of the phenomena involved. Direct references to specific readings will be appreciated.

1. Drawing on the Hauss chapters, as well as on MY GATEWAY articles and relevant NPR news reports, describe, discuss, compare and contrast AT LEAST THREE KEY problems of "democratic transformation" facing any TWO of the following countries:

   RUSSIA   CHINA   INDIA   MEXICO

   What key events or crises gave rise to democratic movements in each? What policies or mechanisms have been used, and how democratic do they really seem to be, based on our readings at the beginning of the semester? Which of the two seems to have made the most significant progress to date, and in what areas? What other conditions or criteria would have to be present, in your judgment, to make democracy “sustainable” in each state? Provide concrete evidence and reasons for your assessment of their progress, including SPECIFIC REFERENCES TO READINGS and news reports.

2. Drawing on assorted required readings (DO NOT DRAW ONLY ON BANANERAS!!!), describe and discuss at least three major problems involved in the relationship between GENDER AND DEVELOPMENT. How has the way in which development is defined helped or hindered women’s progress in their own countries? What unintended consequences have ensued from “the usual” development strategies preferred by international organizations (e.g., structural readjustment, import substitution, free trade)? If you were put in charge of the World Bank for one year, what three steps would YOU undertake immediately to improve women’s position in the Third World? Make sure to include examples of development’s impact on women IN AT LEAST TWO SPECIFIC COUNTRIES.

3) Drawing heavily on SHADOW CITIES, relevant Hauss chapters, and NPR reports, describe and discuss at least three major problems involved in the relationship between POVERTY AND PRIVATE PROPERTY. Your essay should provide direct, concrete and specific comparisons of TWO of the following CITIES:

   NAIROBI   ISTANBUL   RIO DE JANEIRO   BEIJING   MUMBAI.

   Thinking back to our earlier discussion of property as a “bundle of rights” (e.g., property for use vs. property for power), what role have “property rights” played in fostering or hindering development in your two cases? Consider AT LEAST ONE OTHER FACTOR that has played an equally significant role. To what extent has your own understanding of “private property” changed as a consequence of these readings? Provide reasons/evidence for this change. If not, you should also provide reasons/evidence for your position.
PART I: Please describe, define AND indicate the larger political or societal significance of EIGHT of the following concepts in short paragraph form. For an adequate answer, you should be able to provide four to five profound facts or ideas along the lines of WHO, WHAT, WHEN, WHERE AND WHY/HOW. Total points for this section will constitute 50% of your exam score. I WILL DEDUCT ONE FULL POINT FOR EACH TERM LISTED here that is SPelled INCORRECTLY.

-- IMF/World Bank
-- Tienanmen Massacre
-- Khrushchev’s secret speech
-- Chechnya
-- "missing women"
-- Russian presidency
-- structural adjustment
-- “property is theft”
-- capital flight
-- Iranian Revolution of 1979
-- caste system
-- Baath Party
-- Grameen Bank

--- PQLI
--- Commonwealth of Independent States
--- “the oligarchs”
--- Cultural Revolution
--- glasnost/perestroika
--- debt crisis
--- Sunni & Shia
--- favela drug gangs
--- Perlman Principles
--- NAFTA
--- Emergency Rule
--- Punjab/Kashmir
--- Biafra

BONUS QUESTION (up to five points): Define PEACE
PART II Please compose write a cogent, concise essay (at least FOUR HANDWRITTEN BLUEBOOK PAGES, SINGLE SPACED) on ONE of the two topics listed below, for a total of 50% of your test grade. You are encouraged to include a few positively or negatively critical ideas of your own AFTER you have provided a concrete description of the phenomena involved. Direct references to specific readings and news reports are essential.

1. Drawing on the Hauss chapters, as well as on MY GATEWAY articles and relevant NPR news reports, describe, discuss, compare and contrast AT LEAST THREE KEY problems of "democratic transformation" facing any TWO of the following countries:

   RUSSIA  CHINA  INDIA  MEXICO

   What key events or crises gave rise to democratic movements in each? What policies or mechanisms have been used, and how democratic do they really seem to be, based on our readings at the beginning of the semester? Which of the two seems to have made the most significant progress to date, and in what areas? What other conditions or criteria would have to be present, in your judgment, to make democracy "sustainable" in each state? Provide concrete evidence and reasons for your assessment of their progress, including SPECIFIC REFERENCES TO READINGS and news reports.

2. Drawing on assorted required readings (DO NOT DRAW ONLY ON BANANERAS!!!!), describe and discuss at least three major problems involved in the relationship between GENDER AND DEVELOPMENT. How has the way in which development is defined helped or hindered women’s progress in their own countries? What unintended consequences have ensued from “the usual” development strategies preferred by international organizations (e.g., structural readjustment, import substitution, free trade)? If you were put in charge of the World Bank for one year, what three steps would YOU undertake immediately to improve women’s position in the Third World? Make sure to include examples of development’s impact on women IN AT LEAST TWO SPECIFIC COUNTRIES.
PS 1500 Introduction to Comparative Politics  
Prof. Joyce Marie Mushaben  
Paper Due Date: December 8, 2010  
LATE PAPERS VERBOTEN  
NO E-MAILED PAPERS ACCEPTED

You are to produce 6-8 pages of clear, logical double-spaced, normally marginned, TYPEWRITTEN thought, demonstrating your growing knowledge about the problems of global political change. Do not number the title page, nor try to cheat by using large fonts, extra line spacing or big margins. I know all of the tricks!

Feel free to draw upon the readings and lectures of earlier weeks but DO NOT engage in outside research. You may include facts or impressions gleaned from your regular perusal of the media (like the Post-Dispatch or National Public Radio). You are expected to "explain" how and why things happened, as well as to THINK DEEP THOUGHTS about how they are related to many issues we have covered in class.

§ § § § § §  THE TOPIC: YOU HAVE TWO OPTIONS :§ § § § § §

OPTION # 1: Using any TWO CITIES profiled in Shadow Cities OR The Wealth of Communities (articles on MY GATEWAY on Zimbabwe, Uganda, Calcutta, Ecuador, or Costa Rica), you should describe, discuss and otherwise contrast two "approaches" to sustainable development (e.g., community participation, property rights, environmental issues) and their relationship to democratization. Be sure to incorporate information regarding their historical evolution, the respective political legitimacy each does/does not enjoy, and each approach's overall effectiveness in resolving local problems, ensuring social justice or achieving whatever other normative goals each has set for itself.

Your deliberations should include mention of major turning points, at least THREE problems or crises confronting each community, and speculations regarding the potential reform course each COULD take at this juncture. DRAW UPON THE DISCUSSION QUESTIONS YOU WERE GIVEN TO STRUCTURE YOUR ORAL REPORTS.

Option # 2: Drawing on the Bananeras book, describe, discuss, compare and contrast the ways in which women's struggle for decent pay and humane working conditions in Central America has contributed to a broader campaign for gender equality, anti-violence, building "communities," fair trade and other topics critical to sustainable development and democratization in an age of globalization.

Your deliberations should include mention of major turning points, current problems or crises confronting each system, and speculations regarding the potential reform course each could take at this juncture. DRAW UPON THE DISCUSSION QUESTIONS YOU WERE GIVEN TO STRUCTURE YOUR ORAL REPORTS.

Although you do not have to cover all of the following points IN THE EXACT ORDER in which they are listed here, your paper SHOULD incorporate all of the following elements:

1) As is true of good writing in general, your essay should begin with a general statement defining "the problem" you have chosen to explore. Indicate the significance of and/or reasons for involvement in this problem on the part of local, national or international actors. Next, present a main thesis/argument regarding the two systems you will analyze, along the lines of "Y will argue that Country A is more "x" than Country B and also more "z" than Country B because of factors "1" and "2. You must then attempt to "prove" this statement throughout the course of your paper.

2) DO NOT ASSUME THAT "THE READER" KNOWS A GREAT DEAL ABOUT YOUR TOPIC! IT IS YOUR JOB TO PROVIDE ME WITH ALL THE CONCRETE INFORMATION I NEED IN ORDER TO ACCEPT YOUR ARGUMENT AS A VALID ONE. You MUST develop a concrete description of the conditions and problems found in each policy environment. How was the policy community formed? What are its own "operational rules?" What are the main substantive components, delivery mechanisms or policy instruments employed? How appropriate are the incentives or disincentives used? Compare and contrast the two cases: what are the main
differences accounting for their relative failure or success? Be specific about your criteria for determining "legitimacy" and "effectiveness."

3) You should describe the core VALUE PREMISES (for example, freedom, equality, "equal protection," security, equal opportunity, social justice/fairness, etc.) that seem to lie at the root of each system. We can only judge democratic systems by the degree to which they realize THEIR OWN SELF-DETERMINED GOALS -- not by the standards of OUR system which we might like to believe is "the best in the world." To what extent are these VALUES upheld or violated, or even considered by the those who have made these policies and/or are responsible for their IMPLEMENTATION?

4) Everyone agrees with the need for sustainable developmental/environmental policies in theory. Given the policy instruments and values found in each system as it really operates, WHAT WOULD YOUR DEFINITION OF A GOOD DEVELOPMENTAL POLICY BE? What do YOU see as the most IMPORTANT LINKAGES between thinking globally, acting locally?

5) Be certain to define your terms carefully; underline or italicize all. Foreign words. Make FREQUENT USE OF "DATA," STATISTICS, AND CONCRETE EXAMPLES, which you must DOCUMENT with appropriate FOOTNOTES; for a sample footnote, check your textbooks.

Footnotes are useful not only for the purpose of DIRECT CITATION -- they also offer proof that you are not just making things up. You can moreover use footnotes to let the reader, know that there may be other interpretations or explanations or sources of data than the ones you have reported. Give credit where credit is due. Remember that I have read these books at least three times and will RECOGNIZE PASSAGES THAT YOU HAVE COPIED DIRECTLY OUT OF THE TEXT WITHOUT CITING THE EXACT PAGE, OR ACTING AS IF THEY WERE YOUR OWN WORDS. It is not considered acceptable “paraphrasing” if you do little more than change the verb or the punctuation. Try to put as much as possible in your own words but use “good quotes” as “evidence.”

6) Be sure to observe all of the conventions and rules of grammar with respect to the English language. All sentences should possess subjects and main verbs ("being" is NOT a main verb -- it is a participle). Every paraphrase should consist of AT LEAST THREE SENTENCES, known as the beginning, middle and ending sentence. Make sure that VERB TENSES are consistent: singular/plural: "Mexico has their officials" IS INCORRECT, for example. Avoid passive voice whenever possible -- why say "It was reported by Urwin..." or, worse, "It was reported that..." when you can write more persuasively, "Urwin reported..."?

5) MAKE SURE THAT YOU HAVE PROOF-READ YOUR PAPERS VERY CAREFULLY AND THAT YOU HAVE CORRECTED ALL TYPOGRAPHICAL ERRORS. I HAVE ABSOLUTELY NO TOLERANCE FOR LOUSY SPELLING AND GRAMMAR, SINCE YOU WILL HAVE ONE MONTH TO COMPLETE THESE PAPERS.

Using SPELL-CHECK is not sufficient, since it will NOT catch differences between "their" and "there," or "lead" (someone engaging in actions that mobilize followers), " lead" (a heavy metal that is poisonous if consumed by children) and "led" (past tense of "to lead"), for example. Look up all words about which you are uncertain in the dictionary. ANY PAPER THAT HAS MORE THAN THREE UNCORRECTED TYPOS OR GRAMMATICAL MISTAKES TO A PAGE WILL BE AUTOMATICALLY RETURNED FOR REWRITING THIS IS A UNIVERSITY, WHICH ADMITTED YOU ON THE ASSUMPTION THAT YOU HAD ALREADY ACQUIRED AND REFINED YOUR READING AND WRITING SKILLS. If you have special needs in this area, you should consult with me, draft version in hand, at least ONE WEEK BEFORE the paper is due.

I strongly recommend that you read what you have written OUT LOUD to your mother, father; spouse, lover, roommate, dog, etc. before you type or print out the final version. You would be amazed at how confusing or convoluted some of your own phraseology can be -- if your "significant other" does not understand what you are attempting to convey, I probably won’t either. If you feel you need further guidance with respect to SUBSTANCE, I will be happy to review a detailed outline of your paper NO LATER THAN ONE FULL WEEK BEFORE IT IS DUE. In my usual cold, heartless, Dragon-Lady fashion I will deduct ONE FULL LETTER GRADE for each day that this paper is overdue, unless you have consulted with me personally regarding a medical or family emergency prior to the due-date.
If I cannot comfort the world's afflicted,  
at least let me afflict the comfortable.

John Kenneth Galbraith

One seldom finds so much philosophizing about returning  
to the homeland as among migrants who will never return.

F. Boverkerk (1974)

**COURSE OBJECTIVES**

While Western industrial states have come to stress the pressures of interdependence and economic globalization since 1989, they have simultaneously adopted more nationalistic approaches towards immigration. The renewed emphasis on citizen rights defined in terms of one's nationality poses a special paradox for the United States, a country whose very existence owes to the influx of countless ethnic and racial groups over a period of three centuries. The last few years have brought vehement debates over welfare rights for "legal" immigrants and denying higher educational access to children of undocumented workers; just this summer, anti-immigration hardliners proposed changing the 14th amendment of the Constitution to deny children born on US soil American citizenship if "the parent(s)" entered the US illegally (will they only hold mothers responsible?).

Heated political debates have not been confined to this side of the Atlantic. Nationalist discourse has also spread like wildfire throughout Europe. Efforts to limit immigration and asylum rights (at a time when they seem to be most needed, à la Kosovo) directly contradict the ideal of a Europe with out borders...based on the free movement of people, goods, services and capital foreseen by European Union. A return to "blood-based" citizenship in (ex)Yugoslavia through the 1990s resulted in genocidal ethnic cleansing. Democratization, on the other hand, requires an inclusive political culture based on tolerance and pluralism.

How do these currents relate to larger questions posed throughout the field of Political Science? David Easton's classical definition of politics describes it as "the authoritative allocation of values." Politics and political science, in other words, is the study of who gets what, when, where and how. The more open our societies have become, the more "outsiders" seem to be making a claim on "our" rights; this has become very confusing in light of what used to be the standard unit of analysis in
political science, namely, the nation-state. The question is: who now decides, and how, who gets what, when and where, if not the nation-state as we once knew it? Identity crises and conflicts over scarce resources among diverse ethnic and cultural groups have always been a feature of political life, but nowadays the consequences can rarely be confined to a single country – consider, for example, the 65,000+ Bosnian refugees who came to St. Louis.

The aim of this course is to convince you that we all need to think globally, act locally. You will find multiple opportunities to link the BIG WORLD outside to things happening more or less in your own backyards here in St. Louis. This is a required "capstone" course for majors, the aim of which is to have you pull together a wide array of concepts and "methodologies" you've learned about in courses scattered across various sub-fields. Many of you may have concentrated more on urban or American affairs than on comparative or international politics. This is a chance to "test" the validity of insights gained in those other contexts. It is also my one/only/last chance to provoke you, after years of acting locally, into thinking a bit more globally with regard to whatever real job you may hold after graduation.

Course Requirements

In fulfillment of the senior seminar requirement for Political Science Majors, all enrollees will be expected to participate very actively in class discussion. Yes, I know, most professors write that into their syllabi, but in this case your ability to graduate will depend on your faithful (read: mandatory) attendance, your conscientious completion of the readings BEFORE EACH CLASS, and your informed contributions to our debates. Class participation (weekly discussion and oral presentations) will account for 30% of your course grade. Anyone with TWO OR MORE UNEXCUSED ABSENCES cannot expect to receive an "A" in this course. This Professor decides what constitutes an "excused" absence.

Recording Policy: This class may not be taped or otherwise recorded without the explicit, written permission of the instructor. Persons with special needs should contact me directly at the beginning of the semester.

Cell-Phone/Beeper Policy: If yours goes off during class, you will automatically be fined $5, no excuses, which will be put towards the cost of a collective dinner at my house at the end of the semester. If you do not know how to turn yours off, you probably should not own one.

Laptop Policy: Given my previous classroom experiences (people playing games, surfing the web, etc), lap-tops are not permitted for "note-taking" purposes unless you have a certified disability.

Plagiarism or Cheating of Any Kind is grounds for Automatic Failure with regard to the assignment in question, and will be reported immediately to relevant campus officials for further disciplinary action.

Paper Submission: Academic essays submitted as course assignments have historically been called "papers" because they were typed on real paper. This professor expects you to uphold that time-honored tradition. Do not expect me to function as your personal secretary by printing out whatever you might decide to send electronically at the last minute. It is all too easy to prevaricate
In addition to its capstone function, this course fulfills the state requirement for "assessment." To that end you must submit a well researched, WELL WRITTEN (probably re-re-written) paper, 20+ pages in length, which will actually be the culmination of shorter, preliminary writing assignments. Its various stages will consist of a one-page "thesis" statement (10%), a 3-4 page "research proposal" (15%), an annotated bibliography (15%), a first draft (10%), an oral presentation (for ++/--) and a final version of the paper (20%). Students will be expected to “adopt” a global issue and find its connections to the local/Missouri community. Specific guidelines and SPECIFIC DEADLINES will be provided for each of the “building block” assignments. You are relatively free to pick a topic involving local, state or national policy, for which you will then find "global connections." If you choose to start with a global or comparative theme, on the other hand, you will be required to explore its Missouri or "local" dimensions and implications.

REQUIRED READING
To ensure that we have common points of departure, we will rely on three core texts:


We will supplement these with selections from other books, scholarly journals and official websites -- ALL OF WHICH ARE TO BE CONSIDERED REQUIRED READING. YOU are responsible for copying articles related to your individual class presentations; the Reader will be kept in MY office (due to previous cases of “binder theft”). I also hope to draw on articles that you have found "useful" and/or influential throughout your own political science life-times. I will try to put many of the required articles on MY GATEWAY as “course documents” or PDF files for personal down-loading.

USEFUL JOURNAL SOURCES:
Journal of Ethnicity and Migration Studies  International Migration Review
Journal of Immigrant and Refugee Studies  Citizenship Studies
International Journal of Urban and Regional Research  EthniCities

GREAT “WORKING PAPER” WEBSITES (FREE DOWNLOADS):
U.S. Census Bureau, “We the people” series, under “Minority Links”
Migration Information Source: http://migrationinformation.org/wmm
Center for Comparative Immigration Studies (University of California-San Diego)
Center for Migration Studies (New York University)
Institute for Migration Ethnicity Studies (IMES, Amsterdam)
REVIEWING THE AMERICAN DREAM: SEX/RACE/WORK HIERARCHIES

24. August Introduction and “Ground Rules”
*** Schaeffer, Chap. 1 (Globalizing Production)
*** Nazario, *Enrique’s Journey*, PROLOGUE
*** Amott & Matthaei, Introduction, Chap. 1

31. August Identity, Nationality and Citizenship
*** Amott & Matthaei, Chaps. 10 and 11.

++ Karl Deutsch, Chap. 4, “Peoples, Nations, and Communications,”
in *Nationalism and Social Communication*

II. HISTORICAL PERSPECTIVES: LAND OF THE FREE, HOME OF THE BRAVE?

7. September The First Americans: Expropriation and Estrangement
*** Amott/Matthai, Chap 3 (“I am the Fire of Time”),
*** U.S. Census Bureau, Minority reports, “We the ....People” (First Americans)
   http://www.census.gov/apsd/www/wepeople.html
*** NPR reports

CHOOSE ONE FOR CLASS PRESENTATION
+++ “Grace Thorpe,” in *Women Reshaping Human Rights* (R)
+++ Perlman Principles/ Environmental racism

14. September Hispanics/Latinas/Chicanas: Aliens in their own Land
--------------------- TOPIC/THESIS STATEMENT DUE, 2:30PM ---------------------
NOT A VALID EXCUSE FOR MISSING CLASS!!!!!!

*** Amott/Matthai, Chap. 4 (“Soul of Tierra Madre”)
*** US Census Bureau /Minority Reports, “We the ... People”
   http://www.census.gov/apsd/www/wepeople.html
*** Nazario, *Enrique’s Journey*, Chapters 1-4
*** NPR reports

CHOOSE ONE FOR CLASS PRESENTATION
+++ Maryann Brickey, “A Quiet Revolution: Latinos and the Catholic Church in St. Louis” (UMSL, May 2004)
+++ CROW papers [http://cas.memphis.edu/isc/crow/latino_women_memphis.pdf]

21. September  The “(African-)American Dilemma” of Racism
+++ Amott/Matthai, Chap. 6 ("We Specialize ...")
+++ US Census Bureau report, “We the ....People”
+++ Hurricane Katrina/migration reports (www.npr.org and www.iwpr.org)
+++ NPR reports

CHOOSE ONE FOR CLASS PRESENTATION
+++ East St. Louis/Sauget EPA reports
+++ Michael Jones_Correa, ed., selections from Governing American Cities: Inter-Ethnic Coalitions, Competition and Conflict

5. October “Model Asians” and Other Myths
----->>>> Research Proposal Due: 2:30 pm <<<<-----
(Achtung! Achtung! Automatic F without prior permission to delay)
NOT A VALID EXCUSE FOR MISSING CLASS!!!!!!!

+++ Amott/Matthai, Chap. 7 ("Climbing Gold Mountain", Chinese/Japanese , pp. 193-235)
+++ Huping Lin, selections: Chinese St. Louis: From Chinatown to Cultural Community (R)
+++ US Census Bureau report, “We the ....People”
+++ Schaeffer, Chap. 8 (Rise of China)
+++ NPR reports

CHOOSE ONE FOR CLASS PRESENTATION
+++ Eleanor Roosevelt, “To Undo a Mistake is Always Harder Than Not to Create One Originally” in Confinement and Ethnicity, eds. J. Burton, M. Farrell, F. Lord & R. Lord (R): http://www.crn.gov/history/online_books/anthropology74/ce2.htm

12. October  White Girls and the “Cult of True Womanhood”
+++ Amott & Matthei, Chap 5 ("Don’t be Ladylike...")
+++ Mushaben, “Up the Down Staircase ,” Journal of Ethnicity & Migration Studies
+++ NPR reports

CHOOSE ONE FOR CLASS PRESENTATION

19. October Neither Citizen, nor Colonial: Puerto Ricans & Philippinas
*** Amott & Matthei, Chap. 8 (“Climbing Gold Mt,” pp. 235-256; "Yo Misma Fui Mi Ruta...”)
*** Grace Chang, “Immigrants and Workfare Workers” in Disposable Domestics
*** US Census Bureau, “We the ...People” reports
*** NPR reports

CHOOSE ONE FOR CLASS PRESENTATION
+++ Hondagneu-Sotelo, Gender/Immigration , Chap. 4, (Tyner), 10 (Toro-Morn)
+++ Pauline Duchamp, “Filipina Mail – Order Brides in the USA : a bridge between prostitutes and domestic worker?” (R)

26. October Involuntary Migration & the Politics of Exclusion [WALL]
*** Schaeffer, Chap. 5 (Migrations), Chap. 8 (India/Pakistan), Chap. 9 (Palestine)
*** hand-out: UN Declaration of Human Rights
*** NPR reports

CHOOSE ONE OF THESE FOR CLASS PRESENTATION

2. November Poverty, Exclusion and the Global City
*** Schaeffer, Chap. 2 (Dollar Devaluation), Chap 3 (Inflation), Chap. 4 (Debt Crisis)
*** Nazario, Enrique’s Journey

CHOOSE FOR PRESENTATION
+++ news reports on “remittances”
+++ Michael excerpt from A Planet of Slums
III. THE BIG PICTURE -- THE CHANGING FACE OF NATIONAL SECURITY

   *** Schaeffer, Chap. 6 (Dictatorship), Chap. 10 (Iran/Iraq), Chap. 11 (Afghanistan), Chap. 12 (Aftermath)

CHOOSE ONE FOR POSSIBLE PRESENTATION
+++ Ishmael Beah, Excerpt from A Long Way Gone: Memoir of a Boy Soldier (MY GATEWAY)
+++ Susan Dewey. “Bosnia-Herzegovina,” in Hollow Bodies, Institutional Responses to Sex trafficking... (MY GATEWAY)

15. NOVEMBER LAST DAY YOU MAY DROP/WITHDRAW FROM A COURSE WITH A GRADE

16. November World Class” Cities vs. Global Warming
   >>> ANNOTATED BIBLIOGRAPHIES DUE, 2:30 PM <<<
   (Achtung! Achtung! Automatic F without prior permission to delay)
   NOT A VALID EXCUSE FOR MISSING CLASS!!!!!!!
   *** Schaeffer, Chap. 7 (China), Chap. 13 (Climate),
   *** What would the world look like...? SEE WEBSITE:
   (http://sustainability.publicradio.org/consumerconsequences/
   *** Gender Justice & Climate Change on-line (read ONE):
   http://www.genderaction.org/images/2009.02_Doubling%20Damage_AR.pdf OR

20.—28. November -- THANKSGIVING/FALL BREAK

IV. WHERE WE MAY BE HEADING
30. November Experiences from the Field: Oral presentations
   ++++++++ DRAFT PAPERS DUE AT 2:30 PM ++++++++ 
   (Attenzione!! Automatic F without prior permission to delay)
   NOT A VALID EXCUSE FOR MISSING CLASS!!!!!!!


FINAL VERSIONS DUE: DECEMBER 10th TH, 5 PM
Abbreviation Key to Dr. J's grammar/syntax/paper organization corrections. The substance is up to you!

HAVE YOUR PAPERS PROOFREAD BY SOMEBODY ELSE BEFORE YOU TURN THEM IN TO ME. If they do not understand what you are saying, neither will I!!!!!!!!!!

P# - page numbers - Please number all pages EXCEPT the first text page. DO NOT COUNT YOUR TITLE PAGE AS PAGE ONE. DO NOT PUT YOUR NAME IN A HEADER WHEN YOU number the pages! Senior seminar papers are supposed to be read “anonymously” by an external reviewer.

I/U - Italicize or underline ALL NEWSPAPER NAMES, BOOK TITLES, JOURNAL TITLES

SS – sentence structure is too wordy OR too complicated OR too short OR too twisted for a non-expert reader to figure out

VT – Verb tenses are inconsistent -- you cannot string together present, past, future tenses imperative, subjunctive or other “moods” (as grammarians would say) in a single paragraph, much less in a single sentence!

FTN -- Footnote or source required, for example, EVERY SINGLE TIME you “borrow” data/statistics or use a direct quote. AND those should include a page number – or a complete web-site url/html if no page # is available.

S/P – single/plural mismatch. You cannot say “Mexico and their people” since Mexico is only ONE country.

AP – awkward phrasing/poor syntax/spelling Do you really talk like this? Pay attention to your word choice -- look at the subject and verb, to see if you would normally use them right next to each other. E.g., “the impact gave them ....” Impacts do not “give” anything. “The documents that people have think that...” – documents do not “think. LEAD is NOT the past tense of “to lead.”

CL – circular logic “The cause of disease was caused by....”

RRR – needlessly repeating, repeating repeating. Consolidate or use a synonym Example: “... for their productivity. Their productivity...” OR “In Vietnam, the Vietnamese peasants are the hardest workers in Vietnam.” -- I may have a few short term memory problems, but I think I got the place the first time you mentioned Vietnam! Do not link sentences together with and, and, and... USE LOGIC.

TWINKIE – “filling but hardly nutritious.” CUT OUT all useless filler phrases like, “As I said earlier”; “needless to say” (if it is needless, don’t say it); “it is important to understand that (tell us WHY); “as we will discuss now” (just do it!) Words like therefore, however, And OR Also (as the first word in your sentence) should be used rarely!
THESIS STATEMENT Guidelines

Make sure you start out with a WORKING TITLE, suggesting the main variables, geographic location, or other significant dimensions of your project. Do not use Twinkie phrases or sweeping generalizations in your title, like: “Justice for All” or “Social Security Reform.” The first two sentences ought to include a “factual statement,” and “something” indicating your specific global/local connection.

A thesis statement is not a “topic,” but rather a preliminary argument, something you set out to “prove.” Do not tell me you “want to research women in China.” That is a TOPIC, not a THESIS. You must tell the reader WHAT IT IS THAT YOU WANT TO KNOW / ARGUE ABOUT “women in China”. It should also specify what you consider to be the main CAUSE AND EFFECT VARIABLES shaping that “thing” about which you want to know more.

A thesis should always be presented in IF-THEN or CAUSE-EFFECT terms. FOR EXAMPLE:

I will argue that Y and Z have happened as a consequence of factors A, B, and C... FILL IN THE BLANKS!

Of the three, I believe that the most important factor is B, because... FILL IN THE BLANK!

I will moreover try to show that the situation of this group is likely to... [CHOOSE ONE]
improve dramatically / go nowhere fast / will head to hell in a handbasket

if politicians insist on maintaining the status quo.
Finally, I will attempt to demonstrate one very effective way to solve this problem in St. Louis would be to adopt POLICY M, N, O, or P ................. FILL IN THE BLANKS!
Guidelines for Research Proposal

I. Significance of the Study

This section --about one to two pages in length -- should place YOUR particular topic in the larger context of our seminar themes. Why is your topic worth researching, and what do you expect your study to teach us about the nature of gender equality or equal opportunity in the United States? Possibilities for „framing” your analysis include: a) a broader discussion of women’s access to / attainment of various forms of citizenship; b) exploring concrete relationships between race/gender and access to the paid labor market; c) tracing the link between educational and economic opportunity as seen through the prism of gender and/or race; or d) highlighting factors that have contributed to the gender gap between the „universal” theory and the „day-to-day” practices of the American Dream, with its historical promises of liberty and justice for all.

II. Statement of the Problem

This section should also run one to two pages long, offering an EXPLICIT STATEMENT OF YOUR MAIN ARGUMENT. This part should include some concrete background information. FOR EXAMPLE:

Although they used to constitute one of the biggest population groups in the United States with more than 21 million residents, the XXX now comprise one of the smallest groups: as of 1990, there were only 25,000, according to US Census figures. As of 1995, 87% were unemployed, and only 26% held a high school diploma. Some 30% of the children currently live below the poverty level. . . .

YOUR THESIS STATEMENT should always be presented in IF-THEN, CAUSE-EFFECT terms. FOR EXAMPLE:

I will argue that Y and Z have happened as a consequence of factors A, B, and C... Of the three, I believe that the most important factor is B, because... Moreover contend that the situation of this group is likely to [CHOOSE ONE] improve dramatically / go nowhere fast / will head to hell in a handbasket if politicians insist on maintaining the status quo. Finally, I will attempt to demonstrate one very effective way to solve this problem in St. Louis would be to adopt POLICY MNOP.

III. Research methodology

This section should cover at least one page, indicating HOW you will go about researching your topic, FOR EXAMPLE:

I will utilize a variety of qualitative research methods, which will include use of two national data bases on file at the library, and a rigorous analysis of my personal interviews with four members of the tribe. I also intend to incorporate of my own „participant observer” experiences and
field-notes; the latter stem from my four weeks of work as a summer
camp counselor on the Oh No Notme Reservation in Getmeouttahere,

You should indicate further what KINDS of written sources you will use, FOR
EXAMPLE:

My work will draw upon government publications provided by the Department
of the Interior. I will also review official statistics derived from the official 1990
and 2000 U.S. Censuses, I will integrate findings from articles pertaining to this
topic found in numerous scholarly journals (such as Social Forces, the
American Sociological Review, and Civil Rights Quarterly). Last but not least, I
will utilize Internet sites provided by recognized interest groups, such as the
National Welfare Rights Organization and the Federation of Liberated Tribal
Squaws.

You might also want to include a „road map“ in this third section, FOR EXAMPLE:

The paper will begin with an historical overview of the Navaho Indians‘ early
experiences as „migrants“ in the US. Then I will describe changes in their
socio-economic status, especially between 1945 and 1995. Next I will
summarize the findings of six authors who have studied the educational
attainments of this group and education‘s relation to their position in the US
labor market. I then describe the kinds of tensions that exist between this
community and their neighbors, the Jones Clan, that serve as a major barrier
to socio-economic improvement on both sides. Finally I will outline two
political mobilization strategies that have already proved effective in in
easing tensions and raising living standards for both groups in
Getmeouttahere, Wyoming that could be adopted by the Oh No Notme
tribal community.

SAVE ALL OF THIS, BECAUSE YOU CAN USE IT LATER
AS PART OF YOUR REAL INTRODUCTION!!!!!!
Guidelines for your Annotated Bibliography

Always begin with:
1. a title page

2. a restatement of your main thesis or a short summary of the "topic" that is being reviewed in this AB.

3. a full citation: SINGLE SPACED
   Each entry should begin with a FULL AND FORMAL CITATION of the work, as it will eventually appear in your "real" bibliography [Author, "Article title," Journal Title, Vol. ... No. ... , journal date: page numbers]. Books must also include place of publication, publisher and date. Check any book for the specific format. I do not care if you use MLA, or Chicago style, as long as you use the same format consistently throughout your paper.

4. the actual Annotation: SINGLE SPACED
   Each entry must offer a brief description, IN COMPLETE SENTENCES, of the author's main argument, core concepts, a short summary of the "data base" or types of evidence used, as well as the "main findings" of the piece. Each item should run about 4-6 sentences, max. I also ask that you include ONE SENTENCE indicating why this source will be particularly "significant" for YOUR study.

EXAMPLE:
This article focuses on the relationship between Catholic doctrine and the Irish welfare system. It highlights the principle of subsidiarity, i.e., a preference for the delivery of social services at the level closest to the benefit recipient. That usually involves unpaid carework provided by the family (read: women in the family). The author traces the historical development of the Catholic corporatist state and the ways in which this system limits women's opportunities for economic independence. McLaughlin finds that subsidiarity keeps Irish social policy logging behind its EU neighbors; it relegates women to unpaid care work for which the state does not provide. I will use this source to show that "traditional" Catholic values have hindered officials from creating policies assisting lone parents or non-traditional families. Ireland not only lacks direct cash benefits but also return-to-work programs and child care facilities –unnecessary if women just stay home and care for their families.

DOUBLE SPACE BETWEEN ANY TWO ENTRIES.
I. General guidelines:

1) Your presentation should not last more than five minutes.
2) Do not ramble – organize your thoughts, e.g. by writing them out, before you arrive in class.
3) It does not hurt to “dress professionally” for the occasion. Remember, you WILL have to go through a job interview someday.
4) You may bring a one-page hand-out, but no power point “stuff,” etc.

II. Specific Items:

1) Provide the TITLE of your presentation, and the main points of your THESIS STATEMENT.
2) Tell us HOW you went about researching this topic. What were your two most useful sources?
3) What was the biggest problem you encountered in researching this topic?
4) What was the most important “new thing” you learned about your subject?
5) Have you reached a definitive conclusion, and if so WHAT IS IT?
6) What is the most “interesting” or “significant” thing you have learned from this class?
Correspondingly, few Political Science faculty are willing to teach **PS 3950 Senior Seminar** on a regular basis, which we use for the purpose of State Assessment. Students are required to write a major research paper (25-30 pages) -- most for the first time -- based on topics that may have little bearing on their own subfield concentration. Given the multiple re/re/writes I require in this class, it is rather astounding that many have counted me among the Political Science professors they valued most during their years at UMSL (having spent semesters trying to avoid my classes!) in their **Senior Exit Surveys**. I have attached comments from the open-ended questionnaires appended to evaluations each semester, along with comments from our departmental “exit surveys.”

See following pages for all student comments in a representative sample of courses I have taught.