Spring 2-1-2008

PSC 120.01: Introduction to Comparative Government and Politics

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UNIVERSITY OF MONTANA
DEPARTMENT OF POLITICAL SCIENCE

PSC 120S: Intro. to Comparative Government (MWF 11:10-12:00 LA 11)

> Democracy is the worst form of government. It is the most inefficient, the most clumsy, the most unpractical … It reduces wisdom to impotence and secures the triumph of folly, ignorance, clap-trap, and demagogy … Yet democracy is the only form of social order that is admissible, because it is the only one consistent with justice.

> — ROBERT BRIFFAULT, RATIONAL EVOLUTION (1930)

COURSE DESCRIPTION

Have you ever been frustrated while working on a group project because it was hard to get everyone to do their share of the work? This common situation is an example of a collective action problem. To overcome it, you need rules to govern how the group operates. But who gets to determine the rules? Which rules would work best for your group? And how should they be enforced? These are just a few of the questions your group would have to answer to overcome its collective action problems. The purpose of government is to overcome the collective action problems faced by the world's diverse societies by providing the necessary rules and means of enforcing them. The goal of comparative government, and this course's purpose, is to compare the different ways societies cope with their collective action problems in order to find better solutions.

COURSE PHILOSOPHY

Learning is more than memorizing facts and answering questions on a test. It is using information to gain an understanding of how things work and how to make them better.

In this course, learning will be defined as the process of enhancing your ability to:

- ask the right questions and frame good problems,
- acquire information and evaluate sources of information,
- critically investigate and solve problems,
- make choices among different alternatives,
- explain concepts to others both verbally and in writing and,
- generalize to new situations.

METHOD OF INSTRUCTION

To provide students with the opportunity to practice these skills, much of course will be conducted using a format known as problem-based learning (PBL).[1] Student will use PBL in one of three modes: learning groups, simulation, and lecture.

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[1] For more information on PBL, please go to the course website, http://psc120.pbwiki.com.

Learning Groups and Problem Solving
In this mode, students will work outside of class in randomly assigned learning groups of 3-5 students on a series of problems related to comparative government (See Appendix A). These groups will also be assigned to a research group (See Appendix B).

SimGovernment
In this mode, students will apply what they have learned about comparative government in a simulated constitutional convention called SimGovernment to collectively make choices about how to govern themselves among many alternatives. (See Appendix C).

Comparative Government in 101 Concepts
In a third mode of instruction, students will be presented with information on key concepts in comparative government in a series of mini-lectures (See Appendix D).

COURSE LEARNING OUTCOMES

After completing this course, students will be able to:

- use a conceptual framework to describe, compare, explain government and politics across different societies.
- acquire information and evaluate sources of information,
- critically investigate and solve problems,
- make choices among different alternatives,
- explain concepts to others both verbally and in writing and,
- generalize to new situations.

STUDENT RESPONSIBILITIES

Students have the responsibility to:

1. Attend regularly and complete all assignments and readings before coming to class.

2. Complete all assignments by the deadline given by the instructor.

3. Complete the requirements of this course within the time framework of the semester. University policy on incompletes will be adhered to strictly.

COURSE COMMUNICATION AND EMAIL POLICY

The following rules will govern communication between students and the instructor in this course:

1. I will communicate with you by email and by posting announcements and materials on the website for this course (http://psc120.pbwiki.com).

2. Students must check their UM email account on a daily basis or have UM email forwarded to an account that they do check daily.

3. University policy requires that all email communication with students be sent to their official university account, including replies to emails from non-university addresses.

4. Students should be aware of the following guidelines when emailing the professor:

    i.   The instructor will only respond to student emails during his office hours.

    ii. The instructor will respond to student emails within 48 hours of receipt.

    iii. The instructor will only respond to emails that are correctly formatted. See http://www.wikihow.com/Email-a-Professor if you are unsure how to write a professor.

    iv. The instructor will only respond to emails that can be answered in three sentences or less. Please see http://three.sentenc.es for an explanation.

    v.   The instructor will not respond personally to emails containing questions that can be answered by looking at this syllabus or the course website.

ATTENDANCE

Student learning is a holistic process requiring the active participation of the individual student and their peers. Therefore, attendance for this course is mandatory and will be taken electronically every class period using the iClicker student remotes. Please note:

1. Students will lose 10 points for each class period they fail to attend.

2. Students must bring their iClicker to class to participate and be counted as attending. Attendance is defined as responding to at least 75% of all clicker questions asked during a given session of the course. Students who arrive late or leave class early may be marked as absent.

3. The instructor will only excuse absences for reasons of military service or mandatory public service will be excused.

4. There will be absolutely no makeup exams.

5. For each student attending a class session, 5 points will be added to the common-pool goods available at the end of the course (See Appendix E for what this means).

STATEMENT ON DISABILITIES:

I strongly encourage students with documented disabilities to discuss with me appropriate accommodations. Because I am not qualified to make an assessment of your need for an accommodation or what accommodations are needed, if you have a disability and feel you need accommodations in this course please present me with a letter from Disability Services for Students (DSS), Lommasson Center 154 (243-2243), indicating the existence of a disability and the suggested accommodations.

ACADEMIC MISCONDUCT POLICY

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code, which is available for review online at: http://ordway.umt.edu/SA/VPSA/index.cfm/name/StudentConductCode.

GRADING

To facilitate students' understanding of collective action, politics, and political economy, final grades will be based on the accumulation of points in a model political economy. All students who have acquired 1500+ points by semester's end will earn an A, those with 1350-1499 points will earn a B, those with 1200-1349 will earn a C, and those with 1000-1199 will earn a D. Students who end the semester with less than 1000 points will earn a failing grade. A plus/minus grading system will *not* be used.

Students can acquire points by completing tasks in one of four different categories representing the four types of "goods" discussed in *A Framework for Comparative Government in 100 Concepts*. The distribution of points between the four categories may be altered within certain limits by the SimGovernment simulation (See Appendix B).

For more information on the mechanics of this grading system, please see Appendix D**.**

REQUIRED MATERIALS

There is one *required* textbook available for purchase at the UC Bookstore for $16.95:

> Mclean, Iain and Alistair Mcmillan. *The Concise Oxford Dictionary of Politics*. Oxford, Oxfordshire: Oxford University Press, 2003. ISBN: 0192802763.[2]

Students must also buy an i-clicker student remote (ISBN: 0716779390) from the bookstore for $33.15 and register it online at http://www.iclicker.com/registration/. Please note that you do not need to buy a remote for this class if you already have one.

Please download the text *A Framework for Comparative Government in 101 Concepts* from the course wiki or electronic reserve (http://eres.lib.umt.edu, password: psc120).

COURSE WIKI

This course uses wikis, which are web sites that allows collaborative editing of their content and structure by users. The course wiki is located at http://psc120.pbwiki.com.

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[2] An electronic version of the dictionary can be accessed online free of charge through the Mansfield Library's subscription to *Oxford Reference Online*, available from an on-campus computer at http://www.oxfordreference.com/. Students off-campus can access the dictionary via the Library's web proxy. Contact the information center at the Mansfield Library for more information about off-campus access.

PBwiki Identity
All wikis used for this course are hosted by PBwiki. To access and edit them, students will need to register for a free PBwiki identity at http://my.pbwiki.com using their university email account.

Collaborative Note Taking
Each class period, 5 students will be randomly selected to be the course's primary note-takers. These students will post their notes from the class on a designated page on the wiki. These notes will be the primary "text" for this course, which students can review (editing as necessary) in preparation for exams, the simulation, and their final projects. Students who fail to post their notes when they are selected will lose 25 points.

Creative Commons Attribution-Share Alike 3.0 Unported License
All material posted to course wikis will be licensed under a Creative Commons Attribution-ShareAlike 3.0 Unported License. Your use of the wiki constitutes acceptance of that license and the conditions of use for course materials. Students with questions on what this means should speak with the instructor.

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EXAMS

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Students may complete up to five exams for this course graded as private goods. Each optional, on-line midterm exam is worth up to 50 points. The final exam, which is required for all students is worth 100 points. See Appendix E for more information.

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COURSE SCHEDULE

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Because the nature of this class requires flexibility, students are required to regularly check the full calendar at http://psc120.pbwiki.com/Calendar for changes and are responsible for all assignments and readings listed there. A brief and tentative schedule of course highlights follows:

January 23-25, 2008:	Course Introduction
January 28, 2008:	Pre-test: Students must bring a scantron exam form to class.
Jan. 30-Feb. 14, 2008:	Comparative Government in 101 Concepts
Feb. 25, 2008:	Plagiarism and Library Research Workshop
Mar. 19-Apr 7, 2008:	SimGovernment Simulation
Apr. 11-May 2, 2008:	Group Presentations
May 5, 2008:	Final Exam from 10:10-12:10 p.m. in LA 11

Appendix A: Learning Groups and Problem-Based Learning

Students will have the opportunity to practice the skills defined as learning above in small learning groups of 3-5 randomly assigned students. After the Feb. 25 workshop on plagiarism and library resources, each learning group will be assigned four problems problems related to comparative government. For each problem, these groups may choose to produce their own original, written solution and post it to the course wiki. Each solution is worth up to 25 points and must be posted for evaluation by March 28.

AN INTRODUCTION TO PROBLEM SOLVING

While there are many ways to solve problems (e.g., the scientific method), most follow a similar logic involving six basic steps:[3]

Step 1: Explore the issues
Discuss the problem statement and its significant parts in an attempt to discover what the is already known about the topic. Task: *List "What do we know?"*

Step 2: Define the problem
Develop and write out a statement of the problem based on an analysis of what is known and will need to be known to solve it. Revise and edit as new information is discovered and "old" information is discarded. Task: *Write a problem statement.*

Step 3: Investigate solutions
List possible solutions to the problem, order them from strongest to weakest, and then choose the best ones to investigate further. Task: *Choose the best solution(s).*

Step 4: Research the knowledge
Research the knowledge and data that supports the solution. Plan the work, assign tasks, and set deadlines. Task: *Determine "What do we need to know?" and learn it.*

If your research supports your solution, and if there is general agreement, go to step 5. If not, go back to step 3.

Step 5: Write your solution
A presentation of your solution includes both the process and the outcome. State your solution clearly and support it with relevant arguments and evidence. *Task: Write up your solution with its supporting documentation, and submit it.*

Step 6: Review your performance
When you get an evaluation of your solution, review it to see what was done well and what mistakes were made. Discuss them to plan improvements on the next problem. Task: *Review the evaluation of solution.*

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[3] See Larry D. Spence, PBL Handbook (The Pennsylvania State University, College Station, PA, 2006), http://pbl.ist.psu.edu/print/pbl-handbook.pdf (accessed December 29, 2007).

SOLUTION GUIDELINES

Solutions must be posted to the appropriate page on the course wiki by the beginning of the class period in which they will be discussed. At a minimum, solutions must conform to the following guidelines:

1. It must conform to the parenthetical citations–reference list source citation and paper formatting guidelines of the 7th edition of the Turabian writers manual.[4]

2. The solution should be about 600 words in length.

SOLUTION EVALUATION

Solutions will be evaluated using a scoring rubric that will be posted to the course wiki no later than February 25. Each submitted solution will be worth up to 25 points.

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[4] Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (Chicago: The University of Chicago Press, 2007). Available at the Library.

Appendix B: Group Research Project, Presentation, and Wiki

To promote active collaboration and learning, students will be randomly divided into one of ten research groups tasked with the following collaborative research project:

Task: *Research the challenges to democratization in your assigned country, formulate an appropriate regime to enable the successful democratization of your assigned country, and develop a realistic plan for implementing this regime. Present your research in a final paper, group presentation, and group wiki.*

On the third day of class (Jan. 28), a member of each group will randomly draw the name of the autocratic state their group will research.[5]

PAPER GUIDELINES

Each research group will submit their final, finished research paper at the beginning of the final exam period (10:10 a.m., Monday, May 5, 2008). In order to be accepted for credit, the paper must meet the following specifications:

1. The paper must conform to the parenthetical citations–reference list source citation and paper formatting guidelines of the 7th edition of the Turabian writers manual.[6]

2. The paper must be a minimum of 5 pages for each member of the group (e.g., if there is 10 people in the group, the final paper must be at least 50 pages).

PRESENTATION GUIDELINES

Each research group will make a thirty minute presentation to the class introducing their state, the collective action problems it faces in the process of democratization, the constitutional design their group has developed to resolve them, and how they will implement their solution. Presentations will be followed a twenty minute question and answer session. Presentations will be held the last ten class sessions (April 11-May 2).

WEBSITE GUIDELINES

Each group will also develop and maintain a wiki featuring their state and their proposals for its democratization. At a minimum, this site must contain the full text of the group's paper at the end of the semester. Students are encouraged to use this site as a mechanism for collaboration and to post further information learned during the research process not included in the final paper. Each group will be supplied with the URL and password for their wiki after states have been assigned.

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[5] See Freedom House, "Combined Average Ratings - Independent Countries, 2007," http://www.freedomhouse.org/template.cfm?page=366&year=2007 (accessed December 17, 2007).

[6] Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (Chicago: The University of Chicago Press, 2007). Available at the Mansfield Library's Information Center.

PROJECT EVALUATION

A final group grade for the collaborative research project will be calculated using a scoring rubric that will be posted to the course website no later than February 15. Individual grades for this project may be raised or lowered based on peer evaluations.

GROUP PEER EVALUATION

As the description of this course points out, group projects often suffer from collective action problems including free riding. To overcome these problems, each group will need rules to govern how it will operate. Groups may elect, with instructor approval, to create their own rules for coordinating their research activities and deterring collective action problems like free riding. If groups choose not to develop or are unable to develop their own rules, the "Knickrehm Method" of peer evaluation will be used.[7]

Under this method, each member of a group will evaluate the group's other members (but not themselves) by distributing "shares" via confidential balloting before receiving the final grade on the project. Students will award two shares to the average group member, but will also award an additional share to the group's "Most Valuable Person." For example, a student in a group of ten would have 19 shares to award however he or she wishes — two shares for each of the other nine members plus one bonus share. Share awards represent the following:

> 0 - Contributed little or nothing.
>
> 1 - Contributed some, but significantly less than their share.
>
> 2 - Did a good, solid job, a fair share. (This should be the most common score.)
>
> 3 - Contributed significantly more than their fair share.
>
> 4 - Did most of the work. (This can go to no more than one person)

Any additional shares awarded above the two share average (with one bonus share) come at the expense of other group members, thus serving as a deterrent for many forms of collective action problems.

Students can gain or lose points from the group grade if the average shares they were awarded on by their peers deviates from from the two share average by half a share or more (e.g., 1.5 or 2.5 average shares). Since one share is worth half the final group grade, a student's final grade on the project would be calculated by divided the group grade by 2 and then multiplying it by the average number of shares the student earned. Single outlying scores are discarded in the calculation of mean shares awarded to limit the impact of individual personality clashes. Because of the MVP share, this system raises grades more often than it lowers them.

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[7] Robert Maranto and April Gresham, "Using 'World Series shares' to fight free riding in group projects," *PS: Political Science & Politics* 34, no. 4 (December 1998).

Appendix C: SimGovernment

To help students understand the connection between politics, societies, states, governments, and regimes, a large amount of this course will be devoted to a simulated exercise in politics and state-building. Students will assume the role of the passengers and crew of an ocean liner sunk in the Bermuda Triangle tasked with the following:

Task: *Build a state, government, and democratic regime capable of performing the eight essential functions of government. Through the medium of a constitutional convention, identity, evaluate, and select among alternative institutional structures capable of carrying out these functions. Complete secondary tasks as necessary.*

SIMULATION SCENARIO

During a routine cruise in the Bermuda Triangle, the luxury cruise liner U.M.S. Monte hit a rogue iceberg and began to sink. Fortunately, the well-trained crew was able to get all passengers safely aboard the life-boats before the great ship sunk beneath the waters of the Caribbean. The ship sunk near a deserted island, which the crew and passengers immediately rowed towards. Unfortunately, the Triangle is notorious for its strange currents and the lifeboats almost immediately began drifting apart. The result was that while all the lifeboats safely reached the island, they were scattered across several different beaches. The passengers and crew are also now faced with the grim reality that they are lost in the Bermuda Triangle with no hope of rescue. The ship's captain has challenged the survivors to put aside any differences and form a state and government that can make the decisions necessary for the group to survive.

SIMULATION SETUP

At the beginning of the semester, students will be assigned a profile of a survivor they will represent during the simulation. This profile will include the following information:

- Whether the student is a member of the crew or a passenger
- If a member of the crew, whether they are an officer or crew person.
- If a passenger, whether they booked a first class, second class, or steerage ticket.
- The beach their lifeboat landed on.

EVALUATION

The success of the class's state-building efforts will be measured by how well the final structure of the state fulfills the eight functions of a state system. Each function will be worth 1/8 of the final grade for this section of the course, which will be a minimum of 300 points possible or a maximum of 400 points possible. The simulation will be assessed as a public good (See Appendix D).

CAUCUSES

Most tasks require students to form groups (i.e., political parties, interest groups, etc.).

<div align="center">**PARLIAMENTARY PROCEDURE**</div>

A manual of the convention's rules and procedures is maintained on the course wiki at this URL: http://psc120.pbwiki.com/Parliamentary-Procedure. Students should print a copy and bring it to class as a reference during the simulation.

<div align="center">**SECONDARY TASKS**</div>

During the simulation, students will be presented with a number of secondary tasks they can complete for points. The value and the type of points awarded for completion of these tasks will vary depending on the nature of the task. The full grading criteria for these tasks will be available on the course wiki. The following tasks will be available:

1. *Regime Proposals*: Students may elect to research and present a detailed, 2-3 page proposal for a democratic regime for the convention to adopt. Proposals must be posted by a caucus to the course wiki (club good, up to 25 points).

2. *Floor Speech*: Students may elect to make a five minute speech in favor or in opposition to a major motion presented to the convention for consideration. (private good, 10 points each with a 30 point maximum).

3. *Electioneering*: The specifics of electioneering will depend on the electoral system adopted by the convention, but students may campaign for office under the auspices of a political party (club good, up to 100 points).

Additional tasks may be made available to based on how the simulation unfolds.

<div align="center">**POLITICAL ECONOMY AND GRADES**</div>

Utilizing the three types of public policy — distribution, extraction, and regulation — the government formed by students will need to make several policy decisions regarding the point economy which determines grades for this course. One decision the government will need to make is how to allocate the total possible points available for the collaborative research project and the SimGovernment simulation (See Appendix D). Together, the two tasks are worth a maximum of 700 points. While both assignments must be worth a minimum of 300 points, the government may allocate 100 points between the two assignments as it wishes. A second decision the government will need to make is how the resources produced by the students' pre-test will be utilized in the final grade. The government may, for example, extract the resources and distribute them to the class as public goods. Students will also want to develop a regime for handling the distribution of common-pool resources (See Appendix D).

Appendix D: Comparative Government in 101 Concepts

The successful comparison of social phenomena and the production of descriptions, explanations, and predictions that can be shared with others requires a shared or common *conceptual framework,* or set of *concepts* linked together in a meaningful way. This course uses a framework designed to provide students with a common set of 101 concepts, listed below, they can use to gain an understanding of politics across diverse societies. Definitions and explanations can be found in in a companion text, *A Framework for Comparative Government in 101 Concepts*, available for download on the course wiki or in the *Oxford Concise Dictionary of Politics*.

Anarchism
authoritarian regimes
cabinet
civil society
cleavages
clientelism
Club goods
co-option
coalition government
collective action
common-pool resources
Communism
comparative government
confidence principle
Conservative
consolidation
coordination problems
corporatism
corporatism
critical junctures
democratic regimes
Democratic Socialism
distribution
Durverger's law
ethnicity
excludable goods
executive
extraction
failed states
Fascism
federalism
feedback
fragmentation
free rider problem
functions

goods
government
head of government
head of state
ideal type
Illiberal regimes
inequality
inputs
institutions
interest aggregation
interest articulation
interest groups
judicial review
judiciary
legislature
legitimacy
Liberal
Liberalism
majoritarian systems
mixed electoral system
multi-party system
multimember districts
    (MMDs)
national identity
one-party system
outcomes
outputs
parliamentary system
party system
pluralism
plurality systems
polarization
policy
policy adjudication
policy implementation

policy-making
political attitudes
political communication
political culture
political ideology
political parties
political recruitment
political socialization
politics
presidential system
private goods
process functions
proportional representation
    (PR)
public goods
Radical
Reactionary
regimes
regulation
rent seeking
rivalrous goods
semi-presidential system
single-member districts
    (SMDs)
states
strong states
structures
system
system functions
totalitarian regimes
tragedy of the commons
two-party system
unitary state
weak states

Appendix E: Grading

Tasks, like exams, completed by individual students independently of others will be assessed as private goods. Collaborative tasks, like the SimGovernment simulation, whose completion benefits all students regardless of individual contributions will be assessed as public goods. Collaborative tasks, like the final paper, whose completion benefits only those students assigned to the group will be assessed as club goods. A fourth category, common-pool resources, will be based on attendance.

EARNING POINTS

More information about tasks is available on the course wiki. This list is not exhaustive.

Task	per unit value	maximum value
PRIVATE GOODS		
Midterm Exams	Up to 50 points per exam	200 points
Final Exam	N/A	100 points
Use Professor's Office Hours	N/A	10 points
CLUB GOODS		
Group Research Project	N/A	300-400 points*
Problem Write Ups	25 points per write-up	100 points
SimGovernment Caucuses	varies by task	200 points
PUBLIC GOODS		
SimGovernment	varies by task	300-400 points*
Note: * signifies that the final value of this task may be altered in SimGovernment.		

ATTENDANCE, COMMON-POOL RESOURCES, AND THE TRAGEDY OF THE COMMONS

For this course, attendance will be considered a common-pool resource. For each student attending a class session, 5 points will be added to the common-pool resources available to students at the end of the semester. At that time, students will submit a bid for the amount of common-pool resources they wish to consume (i.e., add to their final grade). Since common-pool resources are rivalrous and can be over-consumed to the detriment of everyone, if the total bids for points exceeds the amount available than no one gets any (i.e., the tragedy of the commons). To avoid this, students will have to develop a regime for managing these resources during the SimGovernment simulation.

Appendix F: Exams

Students may complete up to five exams for this course.   All will be graded as private goods. Each optional, on-line midterm exam is worth up to 50 points. The final exam, required for all students, is worth 100 points. This appendix explains the two types of questions you will get on exams and the specific exam formats, provides suggestions on how to prepare for and take the exams, and provides an exam study guide.

QUESTION TYPES

Exams will feature three types of questions — identifications and essays.

Identifications
You will be given one of the 100 concepts *A Framework for Comparative Government in 100 Concepts* for which you will provide a definition, explain why it is significant in the study of comparative government, and explain its link to related concepts.

Essays
You will write a response to an essay question. Students will be asked a short follow-up question about their essay responses which can be answered in three-four sentences.

MIDTERM EXAMS

Students can elect to take four midterm exams on-line using the University's Course Management Software application, Blackboard (http://courseware.umt.edu). These exams will be available for one-week following the completion of specific segments of the course. Students have one hour to complete the exam once they begin.

The midterm exams will consist of four identifications and an essay. The identifications will be drawn randomly by the testing software. Most of the main essay will known ahead of time, but some parts may be filled in randomly by the testing software. Students will also be asked a follow-up question about their essay drawn randomly by the testing software. The known portions of the essays follow:

First Midterm:
Think of a situation where you engaged in politics and then write an essay analyzing this situation using the five principles of politics. In your essay, provide an example from your experience of each of the five principles at work. Conclude your essay with a discussion of the ways in which this situation confirms the [number inserted here] principle of politics and the ways in which it does not.

Second Midterm:
Using [ideal type inserted here] as an example, write an essay supporting or refuting this argument: "Successful comparison in the social sciences — whether to describe, explain, or predict — requires the use of ideal types." Include responses to the following questions: (1) what is an ideal type, (2) how and why do we use ideal types in comparative government, and (3) what are the method's strengths and weaknesses?

Third Midterm:
You have been presented with the following problem: [problem inserted here]. Write an essay detailing the steps you would take to determine a solution to the problem. For each step, provide an explanation for why you would proceed in this fashion, how the step furthers the process of solving the problem, and give an example of what the step might look like if possible.

Fourth Midterm:
Evaluate the regime created by the constitutional convention in SimGovernment. First, is this regime democratic? Defend your analysis and provide a justification for the inclusion or exclusion of [regime feature inserted here] on democratic principles. Second, how will this regime handle [collective action problem inserted here]? How well does this solution hold up to democratic principles?   Finally, evaluate how well this regime balances freedom and equality. What would a [insert political ideology here] change to make this regime more consistent with their ideology?

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F<small>INAL</small> E<small>XAM</small>

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The final exam for this course is a traditional blue book examination scheduled for Monday, May 5 at 10:10 am. The exam is required for all students. The exam will consist of eight identifications and two essays, and is worth 200 points.

The identifications will be drawn randomly by the testing software. The main essay will known ahead of time, but students will be asked a follow-up question about their essay drawn randomly by the testing software. The known portions of the essays follow:

1. Write an essay evaluating the success or failure of the conceptual framework for this course in enabling you to describe, explain, and predict through comparison. Your essay must include responses to the following questions. First, in what ways did it enable you to describe, explain, and predict comparative government? Second, based on your experiences in this course, what concepts are missing from this framework (Note: None is not an acceptable answer), why would you include them, and how do they relate to concepts in the framework? Finally, which concepts were the most important and why?

2. Using the "five principles of politics," explain the outcome of the SimGovernment simulation.