I. General Course Description

One widely used comparative politics text defines political culture as a pattern of shared values, moral norms, beliefs, expectations and attitudes relating to politics and its social context. This course will focus upon how the histories and experiences of various Western and non-Western societies have shaped these values, norms, beliefs, expectations and attitudes.

Reflecting the interdisciplinary nature of Global and Area Studies, this course will draw upon readings from sociology, history and anthropology as well as political science and international relations.

The course begins with an exploration of fundamental concepts. Next, we will explore some of the classic observations and analyses of Western and American experiences for insights into what shapes American political culture. In the weeks that follow, we will look to more recent approaches to analyzing political culture, exploring and critically examining a range of theories. Finally, we will move on to examine and analyze selected non-Western political cultures and their contexts.

II. Course Objectives

To explore and analyze how the beliefs, values and experiences of various societies shape people’s views of their place within society, of their place within the politics of the state, and of the state’s role in their lives, and even how these share people's perceptions of their state's role in the world.

To adopt an interdisciplinary approach to these explorations, providing a solid foundation for more advanced study in related fields of global and area studies.

To provide a useful set of conceptual and theoretical tools of analysis for use in this course as well as in more advanced coursework.

III. Course Requirements

This will be a challenging course. You will be expected to do a good deal of higher-level reading and come to class prepared to discuss the readings. Also, you will be required to write several types of essay. Grading will be based upon the following:

1. Attendance and Short Papers -- All students are expected to attend class, to complete the assigned reading on time, and complete short (one to two typed pages), weekly essays based on the reading assignments. There may be short quizzes set from time to time. (35% of grade)

Students are encouraged to participate in class discussions. Students will also contribute to electronic discussion threads via WyoCourses.
2. **Mid-term Examination** -- The in-class Mid-term will be short answer AND essay questions (30% of grade).

3. **Final Paper** -- Students will prepare a final critical essay (five to seven pages) of an article chosen from a group selected by the instructor. (35% of grade).

### IV. Required Materials

You are not required to purchase a textbook for this course. ALL reading assignments will be made available via WyoCourses. If you do not know how to access WyoCourses, please ask the instructor or the GA.

There is a strongly recommended book: William Strunk, Jr. and E.B. White, *The Elements of Style*, (3rd edition or later.). Boston: Allyn & Bacon, 1995 (or later, in which case the publisher would be Pearson). This is a $5 book with used copies available for much less. It will help you write essays for this course, and can help you all your lives as you move into your careers in almost any field.

### V. Weekly Assignments and Topics

(The instructor reserves the right to alter these weekly assignments, but will make every effort to keep such changes to a minimum.)

**Week of January 24th:** Introduction. Culture as a concept. *Cultures, ideas, and experience*. What is culture? What is political culture?

(Reading Assignment: Canvas Student Guide. https://community.canvaslms.com/docs/DOC-2036)

**Week of January 31st:** Western and American political culture, origins and influences.

(Reading Assignment: Tocqueville, parts I and II on WyoCourses; Tocqueville’s Journal Entries on the Web at http://www.tocqueville.org/travel.htm)

**Essay** (300 words): Who comprised the audience/readership for Tocqueville's *Democracy in America*? What method and/or approach did Tocqueville use to make his observations accessible to his intended audience?

**Week of February 7th:** Western and American political culture, origins and influences, cont’d.

(Reading Assignment: Keillor-Levy; Weber, on WyoCourses.)

**Reading Paper:** Max Weber

**Week of February 14th:** Elemental concepts, elemental bases of societies.

(Reading Assignment: Durkheim; Scott; both on WyoCourses.)

**Essay** (500 words): How does Durkheim's 'mechanical' model of society transition into his 'organic' model, and what causes this change?
Week of February 21st: Culture as context, culture as tradition.

(Reading Assignment: Geertz; Giddens; Jackson; all on WyoCourses.)

Essay (500-750 words): Explain the unfolding of events in Shirley Jackson's "The Lottery" using Giddens's concepts of 'tradition'. You may also use concepts from earlier discussions of Weber.

Week of February 28th: Civic culture, cultural bias and social relations.

(Reading Assignment: Almond & Verba; Tajfel; Lee; all on WyoCourses.)

Essay (500-750 words): Use Tajfel's theories of 'in-group, out-group' formation to analyze Lee's argument.

Week of March 7th: Review and Mid-Term Examination.

Week of March 14th: NO CLASS -- SPRING BREAK

Week of March 21st: Gender and political culture.

(Reading Assignment: Crossette and Htun; Gouws (x2); all on WyoCourses.)

Week of March 28th: Culture and economic development.

(Reading Assignment: Famous Economic Pundit; Ferrero; Clark & Roy; all on WyoCourses.)

Essay (500-750 words): Use Clark & Roy's 'State-in-Society' approach to critique the pundit OR use Ferrero and Dependency Theory to critique Clark & Roy.

Week of April 4th: Non-Western fundamentals; Indonesia.

(Reading Assignment: Scott; Anderson; both on WyoCourses.)

Essay: Intercultural dalliances and presidential peccadillos excercise.

Week of April 11th: Indonesia, cont’d.

(Reading Assignment: Anderson; Little; on WyoCourses.)

Week of April 18th: China.

(Reading Assignment: Pye; Weller; short articles; all on WyoCourses.)

Reading Paper: Compare and contrast Pye and Weller.

Week of April 25th: Iran.
(Reading Assignment: Moghissi; Bill.)

**Reading Paper:** Compare and contrast Haideh Moghissi and James Bill.

**Week of May 2nd:** ‘Global’ political culture, or globalization and ‘creative compartmentalization’?

(Reading Assignment: Held, *et. al.*; short articles; all on WyoCourses.)

**Final Essays are due Thursday, May 11th at 1 pm MDT, and should be submitted through WyoCourses.**

V. **Disability**

If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, room 330 Knight Hall, 766-6189, TTY: 766-3073.

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“**Students and Teachers Working Together**”

At a good university, good student/teacher relationships come from mutual respect, trust, and honesty. Learning takes place when teachers and students treat each other with politeness and civility, rather than with anger, ridicule, or confrontation. Indeed, a classroom conducive to teaching and learning is the right of all University of Wyoming students and faculty, and it is the responsibility of both parties to achieve and maintain it even though specifics will vary from course to course. A document that outlines and provides support for this intellectual environment is called “Students and Teachers Working Together.” The Department of Political Science encourages all students to review this document carefully. “Students and Teachers Working Together” can be found on the University of Wyoming web page or on the Political Science web page. To access the document:

Go to the Political Science Department web page: [www.uwyo.edu/pols](http://www.uwyo.edu/pols)

You will find the link to the document under Courses and/or Current Syllabi

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**Academic Dishonesty**

The University of Wyoming has very strict regulations concerning academic dishonesty. In short, "academic dishonesty" involves cheating on an examination, a paper, or any other class assignments. The penalties can be severe. Each student is expected to be aware of and abide by the academic dishonesty policy, as specified in UNIREG 802, Revision 2.

UNIREG 802, Revision 2, section 3 defines academic dishonesty as "an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation." Among the misdeeds by students that the University of Wyoming considers acts of academic dishonesty are:

a. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source.
b. Using a ghost writer, commercial or otherwise, for any type of assignment.
c. Doing a class assignment for someone else or allowing someone to copy one's assignment.
d. Submitting substantially the same work as someone else unless authorized by the instructor.

e. Using notes or prepared information in an examination unless authorized by the instructor.

f. Taking an examination for someone else or allowing someone to take an examination for oneself.

g. Copying from, or assisting, another student during an examination.

h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.

i. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.

Regulations concerning plagiarism cover books, magazines, newspapers, movies, Internet sources, and any other sources of information. Proper citation of sources means identifying in the text of the paper the source of the information. Simply listing sources on a "bibliography" page at the end of the paper is not adequate for citing sources. A student with any doubts regarding proper citation of sources should consult his or her instructor.

It is important to remember that you can be charged with academic dishonesty if you assist another student in cheating. For example, if you permit a classmate to copy from your exam, both you and the student who copied are guilty of academic dishonesty. Both the ghost writer and the person who submits a paper prepared by a ghost writer have violated University policy and can be penalized.

The University's academic dishonesty policy (UNIREG 802, Revision 4, section 4) authorizes several actions against a student found to violate the policy:

a. A grade of "F" is assigned for the course in which the act of academic dishonesty was committed.

b. The student is suspended from the University for one year if he or she commits two acts of academic dishonesty at different times or for different courses.

c. Further sanctions, including loss of scholarships, may also be imposed.

Ignorance of what constitutes plagiarism, how to properly cite sources, or what is appropriate behavior on an examination is not an acceptable defense against a charge of academic dishonesty. Students who are uncertain as to whether a particular act violates the University's academic dishonesty policy should consult their instructor, the head of the department, their academic advisor, the Office of Student Life, or another appropriate University official.