

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2019
<b>Discipline:</b>	Political Science
<b>Course Number and Title:</b>	POLS 241 Comparative Government and Politics
<b>Division:</b>	Lower
<b>Faculty Name:</b>	Dr. J van der Westhuizen
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

### COURSE DESCRIPTION

Why have some countries succeeded in establishing democracies *and* be relatively prosperous *at the same time*, whilst others have not? To answer this fundamental question, this course compares how the emergence of pluralist political systems went hand in hand with the emergence of societies that enabled upward economic mobility. Thanks to the diffusion of political power and the emergence of the rule of law, technological innovations emerged propelling societies that had succeeded in creating inclusive institutions, to prosperity. Drawing on a historical and a comparative approach we analyse the factors which explain why some states developed inclusive political and economic institutions yet those same factors lead others to become authoritarian and often, increasingly poor. The course compares how these processes played out across the world, with specific case studies of the port cities/countries we visit.

### LEARNING OBJECTIVES

After completing this class, you should be able to

- reflect comparatively on the institutional factors that enhance democratization
- be able to grasp the significance of key historical conditions or factors that enhance democracies
- be able to articulate the difference between extractive and inclusive institutions and apply these concepts to various case studies and ports of call on our voyage

### REQUIRED TEXTBOOKS

**AUTHOR:** Acemoglu D., Robinson J.A.

**TITLE:** Why Nations Fail: The Origins of Power, Prosperity and Poverty

**PUBLISHER:** New York: Crown

**ISBN #:** 978-0-307-71922-5; eISBN: 978-0-307-71923-2

DATE/EDITION: 2012 (or earlier/later)

## TOPICAL OUTLINE OF COURSE

**Depart The Netherlands – September 9**

**B1 – September 12:** Introduction: Aims of the Class

**B2 – September 14:** Case Study Poland

**Gdansk, Poland – September 15-20**

**B3 – September 22:** Stating the Argument of the Book  
ch 3, Why Nations Fail

**B4 – September 24:** Critical Junctures  
ch 4, Why Nations Fail

**Lisbon, Portugal – September 26-28**  
**Cadiz, Spain – September 29 - October 1**

**B5 – October 2:** Movie: Elizabeth The Golden Age Part 1

**B6 – October 4:** Movie: Elizabeth The Golden Age Part 2

**Dubrovnik, Croatia – October 6-10**

**B7 – October 11:** Fear of Industry  
ch. 8, Why Nations Fail

**B8 – October 13:** Why did the Industrial Revolution occur in England first?  
ch. 7, Why Nations Fail

**Casablanca, Morocco – October 15-20**

**B9 – October 21:** Debate 1

Does the business sector enhance or erode democracy?

**B10 – October 23:** Slavery  
ch 9, Reversing Development, Why Nations Fail

**B11 – October 26:** Country Case Study: Ghana

**Tema, Ghana – October 28-30**  
**Takoradi, Ghana – October 31 - November 2**

**B12 – November 3:** Sierra Leone  
ch. 12, The Vicious Circle, Why Nations Fail

**B13 – November 5:** Botswana  
ch. 14 Breaking the Mould, Why Nations Fail

**B14 – November 7:** South Africa  
ch. 9, Dual Economy, Why Nations Fail

**B15 – November 9:** Brazil  
ch. 15, Understanding Prosperity and Poverty, Why Nations Fail

**Salvador, Brazil – November 10-15**

**B16 – November 17:** Country Case Study: Brazil

**B17 – November 19:** Debate 2: Should Artificial Intelligence (AI) be resisted or welcomed?

**B18 – November 22:** Comparing South Africa and Brazil

van der Westhuizen J., 2016 Comparing the Rise and Fall of the Authoritarian Developmental State in Brazil and South Africa, *Journal of Contemporary History* 41 (2), pp. 105-119. <http://scholar.ufs.ac.za:8080/xmlui/handle/11660/5455>

**Port of Spain, Trinidad and Tobago – November 24**

**B19 – November 25:** Digitalization and the Future of Democracy 1  
Harari, 21 Lessons for the 21st century, ch. 3

**B20 – November 27:** Spanish extractive institutions  
ch 1, Why Nations Fail

**B21 – November 30:** Country Case Study: Ecuador

**Guayaquil, Ecuador – December 2-7**

**B22 – December 8:** Digitalization and the Future of Democracy 2  
Harari, Homo Deus, ch. 11

**B23 – December 10:** Test/Essay in Class

**Puntarenas, Costa Rica – December 11-15**

**B24 – December 17:** Recap and Exam prep

**B25 – December 19:** Exam Day

Arrive San Diego, California – December 23

## FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

### Field Class & Assignment

The field class for this course is on **September 26<sup>th</sup>** in Lisbon, Portugal.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.**

Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

### Lisbon's African Roots Tour

Country: Portugal

Idea: To demonstrate Portugal's role in slavery, this tour visits key sites in Lisbon.

Objectives: To make a clear link with slavery as an example of an 'extractive' institution in our class textbook.

During our field class we will be undertaking a walking tour of key historic sites in Portugal's capital that reflect Portugal's role in the exploration of the New Worlds and the use of slavery in these territories. Drawing on what you have learned during our field class, you should write a short reflective essay of no more than 4 A4 pages, 1.5 spacing and 12 pt font in which you choose one or maximum two historic sites or encounters during our field class that impressed you most or that you find interesting. You should briefly motivate why you chose this site and most importantly link this site/event/encounter to the argument about extractive and inclusive institutions in our class textbook. **Please submit your paper no later than October 4 (B Day 6).**

### Independent Field Assignments

Field Class and Paper	25%
Debate(s)	20%
Short Essay	20%
Final Exam	25%
Attendance	10%

Details about the class debates, the short essay and the final exam will be given during our first Introduction and Orientation lecture.

## METHODS OF EVALUATION / GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work, which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regards to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A

pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

#### **RESERVE BOOKS FOR THE LIBRARY**

None

#### **FILM REQUEST**

None

#### **ELECTRONIC COURSE MATERIALS**

None

#### **ADDITIONAL RESOURCES**

None