

AMERICAN UNIVERSITY IN CENTRAL ASIA

**INTERNATIONAL AND COMPARATIVE POLITICS
(ICP)**

HANDBOOK

2011-2012

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INTERNATIONAL AND COMPARATIVE POLITICS

Why International and Comparative Politics? The ICP program offers a rigorous training program on political science, international relations and comparative politics. International and Comparative Politics introduce a curriculum aimed at study of modern international affairs based on comparative politics. The program educates new leaders and specialists on international affairs. The program is designed for those who are eager to learn the essence of politics at both domestic and international level and are keen to make difference in their communities, countries and the world. Students will encounter entertaining, though challenging, learning process facilitated by professors from Kyrgyzstan, USA and other countries. All ICP courses are offered in English.

What is taught? The courses offered by the ICP program range from Central Asian Politics to Geopolitics of Eurasia, to Electoral Politics, to Islam and Politics, International Organizations and many others. These courses generally fall into one of the tracks of International Relations, Political Science, Comparative Politics or Political Economy. Attending the ICO courses, you will learn about the new “Great Game” of Central Asia, where emerging powers like Russia, Iran, and China compete with the United States for influence. You will analyze how a new state like Kyrgyzstan tries to assert its own national identity, craft a better constitution, and forge an effective democracy.

What are the learning outcomes? While different in content, all the ICP courses are similar in their goal of preparing young professionals with critical and analytical approach to learning, multi-dimensional knowledge and dedication to serve the community. The successful graduates of the ICP program have very strong background knowledge on politics, both domestic and international, and possess a wide range of skills important in the current labor market. ICP curriculum is designed to enable graduates to meet the following *outcomes*:

- To know modern international affairs, and to understand its issues and problems;
- To have a good knowledge about different aspects of international affairs such as international organizations, political economy, geopolitics, integration, conflicts, transition, etc.
- To have a good knowledge about international affairs of different regions of the world;
- To be able to provide a thorough critical view based on comparative analysis.

Where do graduates work and study? The graduates of the ICP program are well-trained specialists able to work in a variety of spheres, including the government, international organizations, diplomacy, and other governmental agencies, research centers and think-tanks, as well as different international and local media organizations. The organizations that employ the ICP graduates include the UNDP, Soros Kyrgyzstan Foundation, OSCE, the Kyrgyz government as well as political, business and research organizations outside Kyrgyzstan and Central Asia. Also many ICP graduates continue their study in various graduate programs of the top universities around the world, including Indiana University (USA), London School of Economics (UK), University of Tsukuba (Japan) and many others.

What are the admission requirements?

- TOEFL scores,
- an essay written in English,
- a personal interview in English.

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ICP Major study plan

General Education Courses (required for students of all departments)			
	Courses	ID	Credits
1	First Year Seminar 1: English language for liberal arts		6
2	First Year Seminar 2		6
3	Kyrgyz or Russian Language 1		3
4	Kyrgyz or Russian Language 2		3
5	Mathematics		3
6	Introduction to Computers		3
7	History and Philosophy of Science		3
8	Ecology, Geography or Geophysics		3
9	History of Kyrgyzstan		3
10	Philosophy		3
13	Social Sciences Psychology, Sociology, Political Studies, Economics, Law, American Studies, Anthropology, and/or European Studies from outside the student's major		6
14	Humanities Modern Foreign Languages, Religious Study, History, Literature, and/or Culture from outside the student's major		6
15	Sports		6
16	Arts		6
	Total		60

ICP Major courses (required for ICP students)			
	Courses	ID	Credits
1	Introduction to Political Studies	ICP 100	3
2	Introduction to International Relations	ICP 110	3
3	Introduction to Comparative Politics	ICP 130	3
4	Central Asian Politics	ICP 240	3
5	Introduction to Political Theory	ICP 280	3
6	Methods of Political Research	ICP 251	3
7	Introduction to Political Economy	ICP 270	3
8	Quantitative Research Methods	ICP 290	3
9	Public Policy Analysis	ICP 260	3
10	American Foreign Policy	ICP 314	3
11	Foreign Policy Analysis	ICP 318	3
12	Politics of Kyrgyzstan	ICP 346	3
13	Foreign Policy of Central Asian States	ICP 344	3
14	Governance and Development	ICP 379.1	3
15	Senior Thesis I		3
16	Senior Thesis II		3
	Total		48

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ICP Elective courses (list of courses is on the page 4)			
	Courses	ID	Credits
1			3
2			3
3			3
4			3
5			3
6			3
7			3
8			3
9	One ICP elective course at 300-level		3
10	One ICP course at 400-level		3
	Total		30

Summer internships (internship policy is on the page 5)		
	Internship	Credits
1	Summer Internship 1	
2	Summer Internship 2	
	Total	6

Total credits required for ICP Major	144
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Suggested Order of Study for ICP Major required courses

<i>Fall Semester</i>		<i>Spring Semester</i>	
<i>Freshman Year</i>			
ICP 100: Introduction to Political Studies	3	ICP 110: Introduction to International Relations ICP 130: Introduction to Comparative Politics	3 3
<i>Sophomore Year</i>			
ICP 240: Central Asian Politics	3	ICP 270: Introduction to Political Economy	3
ICP 280: Introduction to Political Theory	3	ICP 290: Quantitative Research Methods	3
ICP 251: Method of Political Research	3	ICP 260: Public Policy Analysis	3
Summer Internship			3
<i>Junior Year</i>			
ICP 314: American Foreign Policy	3	ICP 346: Politics of Kyrgyzstan	3
ICP 318: Foreign Policy Analysis	3	ICP 344: Foreign Policy of Central Asian States	3
One ICP elective course at 300-level	3		
Summer Internship			3
<i>Senior Year</i>			
ICP 379.1: Governance and Development	3	Senior Thesis II	3
Senior Thesis I	3	One ICP course at 400-level	3

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Selective list of Elective Courses

Note: the list of elective courses offered by ICP department is frequently updated with new courses, which are added regularly.

200-Level

- ICP 209: International Organizations
- ICP 223: Comparative European Politics
- ICP 224: Politics of the Middle East
- ICP 226: American Politics
- ICP 250: Russian Politics
- ICP 272: Politics of Globalization

300-Level

- ICP 311: Political Geography and Geopolitics
- ICP 312: Islam and Revolution
- ICP 314: American Foreign Policy
- ICP 317: European Integration
- ICP 325: Asian Politics
- ICP 327: Contemporary British Politics
- ICP 328: African Politics
- ICP 359: Transition in Eurasia
- ICP 365: Fund Development for Non-Profits
- ICP 371: International Political Economy
- ICP 375: Development and Underdevelopment
- ICP 383: Modern Political Thought

400-Level

ICP 401.1 & ICP 401.2: Senior Seminar. Unless noted otherwise, the prerequisite for all 400-level classes is 9 credit hours at the second or third-year level, or permission of the instructor.

Note: Table 1 explaining the difference between different level courses is on the page 5.

Table 1. Matching assessment types of different level courses and learning outcomes					
Essay/ Paper	100 level courses	200 level courses	300 level courses	400 level courses	Outcomes
	1) <u>Reflection essay on topic</u> from the content of the course (1000-1500 words). <i>Assessment:</i> structure, bibliography, clarity, style.	1) <u>Reflection essay on article</u> , free to choose, relevant to the course (1000-1500 words) <i>Assessment :</i> analysis of the article (what is the goal of the author, what is the political context, what is authors research question, hypothesis, and how the author proves his hypothesis, methods), structure, clarity, style (Chicago)	1) <u>Comparative essay</u> of two articles (2000-3000 words) <i>Assessment :</i> comparative analysis of two articles (what are the goals of the authors, what is the political context, what are authors research questions, hypothesis, and how they prove hypothesis, their methods), what are the similarities, and what is different, structure, clarity, style (Chicago)	1) <u>Descriptive research paper</u> (3000-4500 words) <i>Assessment :</i> formulation of descriptive research design (research question, methodology), structure, clarity, style (Chicago)	By the end of education, students should learn to write a research paper with clear research design, structure, and respecting all style requirements.
	2) <u>Reflection essay on article</u> , free to choose, relevant to the course (1000-1500 words) <i>Assessment :</i> analysis of the article (what is the goal of the author, what is the political context, what is authors research question, hypothesis, and how the author proves his hypothesis, methods), structure, clarity, style (Chicago)	2) <u>Comparative essay</u> of two articles (2000-3000 words) <i>Assessment :</i> comparative analysis of two articles (what are the goals of the authors, what is the political context, what are authors research questions, hypothesis, and how they prove hypothesis, their methods), what are the similarities, and what is different, structure, clarity, style (Chicago)	2) <u>Descriptive research paper</u> (3000-4500 words) <i>Assessment :</i> formulation of descriptive research design (research question, methodology), structure, clarity, style (Chicago)	2) <u>Explanatory research paper</u> (4500-5000 words) <i>Assessment :</i> formulation of explanatory research design (research question, <i>hypothesis</i> , methodology), structure, clarity, style (Chicago)	
				3) <u>Collective descriptive/explanatory research paper</u> (2 persons 7000-8000 words) (3 persons 9000-10000 words)	
Seminars	1) Quizzes	1) Quizzes	1) Quizzes	1) Quizzes	By the end of education, students should learn to: 1) identify the core issues of the problem, 2) analyze it, 3) present it to the audience, 4) discuss it with colleagues, 5) debate it, and 6) find a solution.
	2) Discussion of articles	2) Discussion of articles	2) Discussion of articles	2) Discussion of articles	
	3) Individual presentations	3) Individual presentations	3) Individual presentations	3) Individual presentations	
		4) Small group discussions	4) Small group discussions	4) Small group discussions	
		5) Group presentations	5) Group presentations	5) Group presentations	
			6) Debates	6) Debates	
				7) Role-Playing Games (RPG)	
				8) Problem Based Learning (PBL)	



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INTERNSHIP POLICY

Introduction

The Department of International and Comparative Politics considers internships as an important opportunity for students to apply their theoretical knowledge in practical setting, acquire additional knowledge and skills relevant to the field of ICP and help them in making a more qualified career choice. ICP department grants academic credits for a completed internship given all relevant requirements listed below are properly met.

Eligibility

In order to earn academic credits for an internship, students must have completed at least four semesters before beginning an internship.

Registering for an internship

1. Students are responsible for finding a hosting organization for their internship. ICP department accepts no responsibility for this.
2. Students are responsible for acquiring approval of internship by the chair of ICP department before starting an internship. The decision of the department chair will be based on:
 - a. Judgment on relevance of internship to the field of international and comparative politics
 - b. Written description of hosting organization's activities and an intern's duties/responsibilities within the hosting organization.

Academic credits

1. ICP department will grant no more than three credits per internship.
2. One credit will be granted for 50 hours of work (50 hours= 1 credit, 100 hours= 2 credits, 150+ hours= 3 credits). Students may work for more hours, but ICP department will not grant extra credits for them.
3. The required number of hours must be completed in a period no more than four months.
4. Students will be granted academic credits for two mandatory internships during their undergraduate study. ICP department will not grant academic credits for extra internship.
5. Academic credit will be added for a semester during which internship ends.
6. Internship will be evaluated on P/F basis, and thus, will not affect GPA.

Requirements for granting academic credits

1. ICP department reserves a right to decide whether to grant academic credit or not. The decision will depend on:
 - a. Supervisor's Evaluation of an internship proving completion of relevant number of hours of internship
 - b. Student's report 5 to 10-page evaluating their internship. The paper must address such questions as: description of the internship; personal goals expected and achieved; contribution of an internship to the hosting organization, lessons learned and assessment of internship in terms of learning objectives and career goals.
 - c. The deadline for submission of Supervisor's evaluation and Student's report is November 1.

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Departmental Policy on Minor

Minor is a second diploma that can be acquired from other than Major department. Thus, Minor in ICP is a diploma that can be obtained by students inscribed in other departments than ICP.

The following departmental requirements are in addition to the General Education Requirements. Eight courses, comprising 24 credits total, are required by the department.

Course	Credits
ICP 100: Introduction to Political Studies ICP 240: Central Asian Politics	6
<u>one of</u> ICP 110: Introduction to International Relations ICP 130: Introduction to Comparative Politics	3
<u>one of</u> ICP 270.1: Introduction to Political Economy ICP 280: Introduction to Political Theory	3
Four ICP elective courses, of which at least two should be of 300- or 400-level	12
Total	24

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Student transfer policy

Minimal requirements

This policy sets out the minimal requirements and procedures for students to transfer to the ICP Department. Only students who meet these requirements can apply to transfer to the ICP Department.

Students transferring to ICP department must have:

1. completed at least two academic semesters (having earned at least 34 credits) in his/her previous program
2. a GPA of 3.2 or higher
3. a TOEFL score equal to or higher than 530 (institutional TOEFL accepted)

Application and assessment procedure

First round of the selection process is based on application documents, which should consist of:

- documented proof of meeting the above-listed minimal requirements
- statement of purpose, outlining motivations for transfer to ICP (500-1000 words)

The deadline for submitting the above listed documents is the last week of the semester, which is prior to the semester in which students would like the transfer to be effective.

Short-listed candidates will be invited to a second round which will be in the form of a written exam and interview. The assessment results will be announced within five days after the interviews.

All other relevant rules of the University apply.



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ICP Standard Late Submissions Policy

Late submissions

All ICP students are expected to duly respect all deadlines for submitting papers, essays and other kinds of homework assignments. All due dates are announced beforehand, and are considered to give sufficient time to prepare and submit work. The importance of respecting deadlines is related to:

- 1) Creating equitable conditions for all students;
- 2) A better organization overall for learning and teaching.

Late submissions will be penalized.

- A one day late submission will result in a deduction of 10% off the grade, i.e., if a paper would normally be graded 96%, the final grade for this paper would be reduced to 86%. Each additional day late will result in additional 10% reductions. This mechanism applies to all forms and scales of grading.
- Students are considered to have met the deadline if they submit their work before the due date and time. Any submission which is late for more than 10 minutes will be considered a one-day late paper. Any submission, which is 24 hours and 10 minutes late will be considered as a two-day late paper. This rule is strict as it serves an important purpose: to ensure that all students have equal opportunities. A late submission suggests a student spent more time on a particular assignment than their fellow students.
- No work handed in late will be accepted where the submission deadline is in the last week of a semester. In this case, any late submissions will result in zero (0) grade.

In cases of *force majeure* (for example a serious illnesses), a student is expected to provide documental proof. The ICP Department reserves the right to check all such documents.



Academic Honesty Policy

According to the American University of Central Asia mission and vision statements, the goals of an AUCA education include the advancement of knowledge, the pursuit of truth, the development of students, and the promotion of the common good. Free inquiry and expression are important, if we will reach these goals. Students must exercise their freedom to learn with responsibility, to respect the intellectual rights of others within the scholarly community, and to abide by the rules and conditions which support academic freedom. The University has developed general regulations on academic conduct which encourage every student to exercise the freedom to learn with academic honesty and integrity, and every faculty member to support our students' responsible conduct.

Definitions of Academic Misconduct

AUCA takes seriously manifestations of academic misconduct, which is defined as any activity which undermines the academic integrity of the University. Penalties will be imposed on any student who commits any act described in this section, according to the procedures described below. Academic misconduct includes, but is not limited to, the following:

1. Unintentional Academic Dishonesty. Students should take care to follow their professors' instructions carefully, in order to avoid the following situations:
 - 1.1. Inappropriate quoting, paraphrasing, and citing of other people's words, data, images and ideas. Papers may appear to be plagiarized if students: occasionally use the words of another scholar without quotation marks and proper reference, with the result that it appears that the words are the student's own; occasionally use the ideas of another scholar without proper reference; inadequately paraphrase the words or ideas of another scholar; or fail to include the bibliographic citation for all sources used in the process of completing the assignment.
 - 1.2. Self-plagiarism. It is dishonest: to hand in the same work for assignments given in more than one class, without the permission of every instructor; to hand in an assignment that was originally written for a class in an earlier semester, without the permission of the current instructor; or to hand in an assignment that was originally written for a high school class or for a class at another university.
 - 1.3. Failure to follow the letter and spirit of an assignment. Students may not skip steps of completing course assignments or alter the process of completing assignment, such as by: working in a group when instructions were given to work individually; working individually when instructions were given to work in a group; or using resources (calculators, dictionaries, reference books, the internet, tutors, etc.) that are prohibited in the assignment instructions.
2. Intentional Academic Dishonesty. This includes, but is not limited to, the following:
 - 2.1. Plagiarism. This includes handing in an assignment in which substantial portions were not written by the student, regardless of whether the original source(s) is a book or article, a thesis or dissertation (published or unpublished), an internet article, a paper purchased from a paper mill, a paper written by another student, or any other source. Also, using data, images, charts and graphs without citation is plagiarism.
 - 2.2. Fabrication. Students who make up information rather than discovering it through honest research are fabricating information. This includes: falsifying or inventing data for laboratory or research reports; falsifying or inventing quotes, supporting material or bibliographic resources for an assignment; and altering data or quotes.
 - 2.3. Cheating. This involves using prohibited resources during a proctored exam, including but not limited to: cheat sheets, notes, books, internet, instant messaging services, or other students.
 - 2.4. Lying. This involves giving false information, such as to justify missing a class, not taking an examination or failing to finish an assignment by the due date.

3. Serious Academic Misconduct. This type of academic misconduct harms the integrity of the student and the University. Serious forms of academic misconduct include, but are not limited to, the following:
 - 3.1. Buying, Selling, or Stealing Exams or Answer Keys. This includes: stealing or buying an exam or answer key; creating a reproduction of an exam, whether electronically (digital camera, etc.) or from memory; and using a copy of the current exam or answer key to prepare for an exam.
 - 3.2. Bribery or Forgery. Some examples include: offering money or favors to faculty, staff or other students in order to change a grade or to avoid doing work required by a class; altering grades or scores, such as by writing a new grade on an exam or hacking into a University computer; and having another person complete an assignment or take a test in the student's name.

Procedures for Academic Misconduct

1. When a student has committed an act of unintentional academic dishonesty, the instructor must notify the student of the misconduct and give the student an opportunity to respond.
 - 1.1. The instructor will check the University record in the Registrar's Office to see whether the student has committed previous violations of the Honor Code.
 - 1.2. If the instructor concludes that the student did act dishonestly and has no previous violations on record, the instructor is authorized to impose an appropriate academic penalty. An appropriate academic penalty may include, but is not limited to, any one or a combination of the following:
 - a. The student may be given a lowered or failing grade for the assignment or examination that was completed dishonestly.
 - b. The student may be required to repeat or resubmit an assignment or retake an examination that was completed dishonestly.
 - c. The student may be required to complete some additional assignment or examination, as a substitute for the assignment or examination that was completed dishonestly.
 - 1.3. The student will write an explanation of how his or her actions constitute an act of academic dishonesty and how he or she might avoid committing the same mistake in the future.
 - 1.4. A record of the violation and penalty will be kept in the Registrar's Office.
2. When an instructor has determined that a student has committed an intentional act of academic dishonesty or that the student already has more than one violation on record in the Registrar's Office, the instructor will submit a one-page description of the misconduct to the Program Chair. In the case of plagiarism or fabrication, evidence of the violation shall also be included.
 - 2.1. The student shall have the opportunity to respond to the charge of misconduct in a meeting with the course instructor and the Program Chair.
 - 2.2. If the Program Chair determines that the academic misconduct was unintentional, the Program Chair may impose an appropriate penalty.
 - 2.3. If the student does not attend the meeting, the Program Chair shall treat the academic misconduct as intentional and submit a report to the Dean of Academic Affairs.
 - 2.4. A record of the violation and penalty will be maintained in the Registrar's Office.
3. If the Program Chair determines that the academic misconduct was serious or intentional, the Program Chair will submit a report to the Dean of Academic Affairs, together with the instructor's report and any supporting evidence.
 - 3.1. The student shall have the opportunity to respond to the charge of misconduct in a meeting with the course instructor, the Program Chair, and the Dean of Academic Affairs. If the student does not attend the meeting, penalties may be applied in the student's absence.



- 3.2. If the Dean of Academic Affairs determines that the academic misconduct was serious, the student shall be suspended from the University. The student may be considered for readmission after one academic year.
- 3.3. If the Dean of Academic Affairs determines that the academic misconduct was intentional, the Dean may impose an appropriate penalty:
 - a. The first time that a student commits an act of intentional academic dishonesty in any program, he or she will receive an F for the assignment.
 - b. The second time that a student commits an act of intentional academic dishonesty in any program, he or she will receive an F for the course.
 - c. The third time that a student commits an act of intentional academic dishonesty in any program, he or she will be suspended from the University. The student may be considered for readmission after one semester.
 - d. The fourth time that a student commits an act of intentional academic dishonesty in any program, he or she will be expelled from the University.
- 3.4. The report, supporting documents, and record of the penalty shall be kept in the student's file in the Registrar Office, and a note of the violation and penalty shall be kept in a database. A copy of the report and penalty shall be sent to the student. Furthermore, a report describing the charge and the penalty shall be sent to the Program Chair of the student's major program, the Dean of Students, and the Director of Financial Aid Office.
- 3.5. The Registrar shall carry out all penalties decided on by the Dean of Academic Affairs, including assigning an F for the course up to expelling the student from the University.
4. If the student against whom an action is conducted is not satisfied with the conclusion or decision of the Dean of Academic Affairs, he or she may file a formal appeal to the Appeals Committee. The hearing of the Appeals Committee is held under the same regulations as the procedures as the hearing concerning academic misconduct. The decision of the Appeals Committee is final.