

# PSCI 1100A

## Democracy in Theory and Practice

This course will consist of

1. Pre-recorded lectures available on Brightspace and
2. Live online tutorials as scheduled on Carleton Central – each student has their discussion session assigned to them through their course schedule.

## COURSE OUTLINE

This course will consist of

1. Pre-recorded lectures and
2. Live online tutorials as scheduled for students in their course schedule

### Class schedule:

In order to ensure that all students have access to lectures and that potential barriers such as internet connectivity or time zone differences are overcome, the online schedule for this class is as follows:

**1. Pre-recorded Lectures:** available the **Sunday prior to class** on brightspace and only posted for 2 weeks, please do not reproduce, record or distribute. These lectures are carefully crafted to ensure an easy to follow and informative discussion of theorists, ideas and phenomena in the discipline.

**2. Live Online Tutorials** held during the time scheduled for students on their Carleton Central class timetable. **Tutorials are mandatory.**

\*Please do not record, in order to ensure the privacy of fellow students. These sessions are intended to address any questions and to discuss topics in the lectures and readings.

### Tutorial Meeting Times:

Your Tutorial Section is assigned to you and available to you in your course timetable on Carleton Central. Tutorials all take place on Tuesday. Below is a list of Tutorial sections, with the TAs who are leading each section, their contact information and the time the tutorial will meet on the class zoom.

**Tutorial Section A01** 1:35-2:35pm led by Christabel Boakye -  
CHRISTABELBOAKYE@cmail.carleton.ca

**Tutorial Section A02** 1:35-2:35pm led by Hailey Walker  
haileywalker@cmail.carleton.ca

**Tutorial Section A03** 1:35-2:35pm led by Hailey Walker  
[haileywalker@cmail.carleton.ca](mailto:haileywalker@cmail.carleton.ca)

**Tutorial Section A04** 1:35-2:35pm led by Emma Koenig  
EVEREDKOENIG@cmail.carleton.ca

**Tutorial Section A05** 2:35-3:35pm led by Thomas Afferi  
THOMASAFFERI@cmail.carleton.ca

**Tutorial Section A06** 2:35-3:35pm led by Emma Koenig  
EVEREDKOENIG@cmail.carleton.ca

**Tutorial Section A07** 2:35-3:35pm led by Amanda Klassen  
amandaklassen@cmail.carleton.ca

**Tutorial Section A08** 2:35-3:35pm led by Hailey Walker  
haileywalker@cmail.carleton.ca

**Tutorial Section A09** 2:35-3:35pm led by Christabel Boakye  
CHRISTABELBOAKYE@cmail.carleton.ca

**Tutorial Section A10** 1:35-2:35pm led by Thomas Afferi  
THOMASAFFERI@cmail.carleton.ca

## **I General information**

Instructor: Dr. Tamara Kotar

**Professor's office hours:** Tuesdays 5-6pm online Via Zoom (email to schedule an appointment)

**E-mail:** tamara.kotar@carleton.ca

### **Teaching assistants**

For emailed questions on assignments, once you have reviewed the syllabus and the Intro. Videos, email your TA, ask during tutorials or during TA office hours, based on your tutorial section (see above).

**TAs Office Hours** – TAs will hold their online office hours on the tutorial zoom at the conclusion of their tutorials.

Hailey Walker - haileywalker@cmail.carleton.ca

Thomas Afferi - THOMASAFFERI@cmail.carleton.ca

Amanda Klassen - amandaklassen@cmail.carleton.ca

Emma Koenig - EVEREDKOENIG@cmail.carleton.ca

Christabel Boakye - CHRISTABELBOAKYE@cmail.carleton.ca

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

## **II Course description**

At its best, politics is the pursuit of figuring out how people can live together better. In this course we will examine core ideas, issues and the role of institutions, groups and individuals in political life. Students will familiarize themselves with a number of sub-fields in political studies and the theoretical tools to navigate complex debates.

Students are compelled to raise their consciousness of core political ideas and apply their knowledge to research, advocacy, policymaking, action and change. My hope is that you find this course engaging and that you successfully complete this course with theoretical and analytical tools that you will employ in your future endeavors.

### **Course Goals and Expectations**

- Students are challenged to understand the foundations political life in different types of regimes in theory and practice
- Is there a trade-off between liberty and equality?
- How can we accurately compare diverse peoples, states and societies?
- Students engage in comparative investigations of political life in all types of polities.
- Students are compelled to develop their ability to engage in academic writing and research.

## **III Course Format**

In order to ensure that all students have access to lectures and that potential barriers such as internet connectivity or time zone differences are overcome, the online schedule for this class is as follows:

**1. Pre-recorded Lectures:** available the **Sunday prior to class** on brightspace and only posted for 2 weeks, please do not reproduce, record or distribute. These lectures are carefully crafted to ensure an easy to follow and informative discussion of theorists, ideas and phenomena in the discipline.

**2. Live Online Tutorials** held during the time scheduled for students on their Carleton Central class timetable and described on page 2 of the syllabus.

\*Please do not record, in order to ensure the privacy of fellow students. These sessions are intended to address any questions and to discuss topics in the lectures and readings.

## **IV Learning outcomes**

- Students are challenged to understand the foundations of political science and democracy.
- Students are compelled to develop their ability to engage in academic writing and research.

## **V Texts**

Required Texts are available at The Carleton Bookstore. Some required texts and all journal articles are available through the library's electronic search engine. For example, if a link to an article is not working, search the title and author in the library search engine.

1. O'Neil, Patrick, Essentials of Comparative Politics, 7<sup>th</sup> edition, (Toronto: W.W. Norton).

E Book available:

<https://www.vitalsource.com/en-ca/products/essentials-of-comparative-politics-seventh-patrick-h-o-39-neil-v9780393532784>

or

<https://wwnorton.com/books/Essentials-of-Comparative-Politics/>

2. O'Neil, Patrick, Essential Readings in Comparative Politics, 5<sup>th</sup> edition, (Toronto: W.W. Norton).

\*Please see links in the syllabus and/or search for the articles on the **University Library Omni search engine or our course ARES links.**

Recommended Sources (not required but helpful)

- The Oxford Research and Writing Guide for Political Science  
<https://global.oup.com/ushe/product/research-and-writing-guide-for-political-science-9780199890545?cc=us&lang=en&>
- Good databases for scholarly articles include JSTOR & Project MUSE which are both accessible through the library.

## VI Evaluation at a glance

Students should pay special attention to the **Assignment Due Date Matrix below**, which clearly delineates assignment due dates and mark weight. The course is arranged by week on Brightspace. When you click on a week, you will find the assignments for the week as well as a detailed description of assignment requirements.

### Recordings

**In order to respect the privacy of all participants online live sessions will not be recorded. I ask that students do the same and refrain from recording any live sessions.**

**Please do not copy, record or distribute pre-recorded online lectures. They are only intended to aid students in this course and are not for redistribution.**

### Assignment Due Date Matrix

Assignment	Date	Share of Term Mark	Notes
Syllabus Scavenger Hunt	Sept. 26 <sup>th</sup>	3%	

#1 Quiz – 1 <sup>st</sup> Half of Course	Available from Oct. 8 <sup>th</sup> and closes on Oct. 19 <sup>th</sup>  Covers course material up to and including material from the start of the course until October 12 <sup>th</sup> .	10%	Multiple choice answers. Students may choose when during the dates provided they wish to complete the quiz. <b>The quiz is timed. Students have one chance to complete the quiz, there are no-retakes. There is no extension of the quiz date.</b> The material students should be familiar with encompasses the video lectures and readings up to the start date. <b>See detailed instructions in syllabus.</b>
<a href="#">Academic Briefs</a>	Oct. 3 <sup>rd</sup> Nov. 3 <sup>rd</sup> Dec. 5 <sup>th</sup>	74%	<b>3 assignments worth 37% each.</b>  <b>**There are 3 assignments listed. However, your best 2 results will count toward your final mark. Your worst mark will be eliminated. Your worst mark could be an Academic Brief that you choose not to hand in. In other words you don't have to hand in all 3 you can choose to just hand in 2. **</b>  Use the Academic Brief Format section to easily create your Academic Briefs.
Feedback	Nov. 14 <sup>th</sup>	3%	Answer the feedback questions on brightspace
#2 Quiz – 2 <sup>nd</sup> Half of Course	Available from Dec. 4 <sup>th</sup> and closes on Dec. 14 <sup>th</sup> Covers course material from October 19 <sup>th</sup> up to and including material from Dec. 7 <sup>th</sup> .	10%	

\*All written assignments are due in the appropriate brightspace drop boxes. **Late assignments will be marked 0.** Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation).

## VII Evaluation in detail

### Teaching Approach and Course Format

Students should pay special attention to the **Assignment Due Date Matrix**, which clearly delineates assignment due dates and mark weight. The course is arranged by week on Brightspace. When you click on a week, you will find the assignments for the week as well as a detailed description of assignment requirements.

### Recordings

- In order to respect the privacy of all participants online live sessions will not be recorded. I ask that students do the same and refrain from recording the class.

- **Please do not copy, record or distribute online lecture Video Series and Episodes. They are only intended for use in this course and are not for redistribution.**

### **Intellectual Property Protection and Online Security:**

All information and materials in this course are intended for use by course students only. We emphasize that the protection of intellectual property, the confidentiality of information, the privacy of each individual and the security of the virtual classroom are essential to the smooth running of the course. Therefore, out of respect for intellectual property, course sessions should not be recorded without the explicit consent of the professor. Also, out of respect for intellectual property, privacy and safety of others in the course, please do not distribute links to the course, do not record all or parts of the course sessions, and do not distribute or post course materials via the Internet. The consequences of distributing this information outside the course could be very serious. It should be noted that those whose participation in the course would be disclosed to repressive governments could be exposed to danger. If you have any concerns about the course, we invite you to communicate them directly to the instructor.

### **Brightspace**

**All of your written assignments are due via Brightspace drop boxes.** The syllabus and other relevant documents are also posted on Brightspace.

Discussion Sessions - How We Will Meet Online

Zoom Instructions and Support for Students

Below is a brief guide on how we will meet for online discussion sessions:

1. In order to respect the privacy of all participants, classes will not be recorded on Zoom. I ask that students do the same and refrain from recording the class. **Please do not record or distribute any course materials.**
2. To join the discussion session click on the Zoom link in the course homepage.
3. Please ensure your audio is muted and your camera is off. You can always turn on the audio and/or camera during the discussion session. If you have a question, click the “raise your hand” icon, you can also write the question in the chat and turn on your microphone. Be sure to respect each other in any in-discussion session communication.
4. Below is the link for Zoom Support for Students  
<https://carleton.ca/online/online-learning-resources/zoom-for-students-2/>

### **Discussion Board**

For the discussion board components of assignments, particularly Part III of Academic Brief posts, students will post items to the class Discussion Board on brightspace. The idea of the Discussion Board component is to have a place for collegial discussion.

### **Note on Course Materials**

The course materials, readings, videos and what is discussed are meant to introduce students to different viewpoints and concepts that have influenced discussion. **Inclusion in this course is not an endorsement of any one viewpoint. Rather the goal is to introduce different viewpoints from a variety of thinkers and mediums that students and the professor may agree or disagree with.** This is all done with the intention of sparking discussion and critical thinking.

Students will not be marked based on their political stance or viewpoint. An education in political science is not one rooted in hyper-partisanship or mutual recriminations, but rather in thoughtful, reflective discussion on how to live together better.

Marking in this course is based on demonstration of critical thinking skills, consideration of various contributions to scholarship, ability to engage in scholarly research and demonstration of scholarly writing skills. As outlined in the assignment considerations section of this syllabus, the focus is on crafting a strong thesis and as a way for students to realize their contribution to the study and practice of political science.

### **Student Success and Course Format**

You will make the class a success! It is your responsibility to learn core concepts by doing the readings, taking notes and taking time to consider and apply what you have learned. Reading required readings before watching lectures, taking notes when watching lectures, participation in discussion sessions and reviewing notes are essential for good grades on assignments. To really comprehend the complex issues to be discussed it takes your full attention and investigation. To excel in this class be sure to review lectures, attend discussion sessions, read the readings and review your notes, you will excel in this class if you do.

### **Electronics Policy**

Students should refrain from using cell phones streaming, surfing the web, using social media or using other applications when the class meets online.

Why?

1. Challenging Course Materials. We examine very complex phenomena in the class, particularly the challenges everyday people have faced in difficult circumstances. It is disrespectful to ignore their suffering, especially when we instead direct our attention to comparatively trivial matters.
2. Studies on multitasking, all resoundingly demonstrate that you learn far less when distracted by your devices.
3. You are here for a short time, make the best use of your time to really engage with these ideas and with your colleagues.

### **VII Evaluation in Detail: Assignments**

#### **Syllabus Scavenger Hunt**

Since this course may have many features that you have not yet encountered in other classes, I've included a syllabus scavenger hunt, to ensure that students are very familiar with requirements.

Find the correct answers to these questions and win the scavenger hunt!

1. Under what subheading and on what page of the syllabus would I find a comprehensive list of assignments and due dates?
2. What are the 3 parts of the Academic Brief assignment and what kind of knowledge does this assignment try to combine?
3. Do I have to submit all 3 parts for each academic brief?

4. How many Academic Brief assignments are there? Can my worst Academic Brief be dropped, even if it is one that I don't submit?
5. Under what subheading do I find the reading materials for each week?
6. How long is Quiz #1 available and how long is Quiz #2 available? Can a quiz be re-taken or stopped once it has started?

## ACADEMIC BRIEFS

### Why this Assignment?

- A brief in this sense is understood as “a short and concise written statement” The academic part of the brief means that there is a clear thesis statement and scholarly work that supports that statement.
- Academic Briefs will serve as tools to ensure students achieve the highest possible benefit from the readings, lectures and discussions.
- These assignments help students focus on how to write a succinct thesis; a key skill required for future success.
- More questions = more learning. Thoughtful and reflective questions about what we discuss and what we read is the goal of this course, indeed it is a main goal of higher education.
- It is a way to combine our exploration of theoretical phenomena and ideas from scholarly works, in-class discussion/activities, and current events.
- Students have concise and condensed notes on the readings and discussions that provides them with excellent study materials for assignments and quizzes.

### How to do this Assignment?

1. The assignments are due via brightspace at **11:55pm on the due date**. The submission spaces will be entitled #1 Academic Brief, #2 Academic Brief.
2. Use the format provided below and the assignment evaluation considerations at the end of the syllabus to ensure the quality of the brief. Academic Briefs require **clear thesis statements and scholarly support for statements**.
3. **Your worst mark will be eliminated**. This is an opportunity to get your best work recognized.
4. **To organize your Academic Brief** you can cut and paste the **Academic Brief Format** provided below into your own word document and fill in the material required.

### My PSCI Academic Brief Format

**Copy and paste, follow the instructions and fill it in with your written work**

**Each Academic Brief assignment requires that all of the 3 parts described below are submitted in one file on brightspace. In other words, Part I, II and III of the assignment are all due at the same time in the same file with all of the requirements listed in the format included below.**

#### **Part I- Analyze Video Lecture or Discussion Session Discussion**

For this component you will identify and discuss an issue discussed in video lectures or discussion sessions prior to the due date. For this section you can use any video lecture or discussion session that precedes the due date. For example, if the due date is on the 5<sup>th</sup> week of the class you can use material from the 4<sup>th</sup>, 3<sup>rd</sup>, 2<sup>nd</sup> or 1<sup>st</sup> week of the class.



Once you have decided what lecture or discussion session you are going to use, identify and critically engage with one idea/concept/issue dealt with in that lecture or discussion session that attracted interest and in a scholarly manner explain why it is important.

It is important to critically engage with the ideas in a scholarly manner. Ensure you have a clear thesis and supporting arguments. Refer to the Assignment Evaluations section of this syllabus.

Anything we discuss that piques your interest can be used for this part of the assignment it all depends on the topics we discuss.

You should have a thesis and include reference to other scholarly work.

**400 words**

### **Part II Analyze Readings**

For the discuss the readings component of the Academic Brief you will write about an issue that you found interesting in the readings that precede the assignment due date or that on the same week of the assignment due date. For example, if the due date is on the 5<sup>th</sup> week of the class you can use material from the 5<sup>th</sup>, 4<sup>th</sup>, 3<sup>rd</sup>, 2<sup>nd</sup> or 1<sup>st</sup> week of the class.

Choose one of the readings, required or recommended.

Using your own words, and in a critical and scholarly manner, identify and critically engage with one idea/concept/issue you found of interest in the reading. Discuss the idea or issue developed in the article that intrigued you and that you would like to discuss further in class.

**Create 2 questions** that relate to the article and larger issues discussed in the class. These questions may be used for in-class discussion and debate.

You should have a thesis and include reference to other scholarly work.

**400 Words**

### **Part III Connect Analysis of Current Events**

Students will include all of the part III requirements in their single brightspace submission for the academic brief. **Part I, II and III of the assignment are all due at the same time in the same file with all of the requirements listed in the assignment.** Students need only copy and paste urls for the discussion board component.

**1.** Cite the url and title of one media item (article, podcast or video clip) that relates to issues discussed during this class or in the readings. Only post the url on the brightspace Discussion Board.

However, **you must include your 150-200-word commentary in the brightspace submission.**

**200 Words (For the 1<sup>st</sup> part of Part III)**

**2.** Cite the url and title of a media time (article, podcast or video clip) that you found interesting, posted by anyone else (from any class or even the prof.) on the class Discussion Board. Do not post any commentary on the class Discussion Board.

However, **you must include your 150-200-word commentary in the brightspace submission.**

**200 Words (For the 2<sup>nd</sup> part of Part III)**

**400 Words in Total for Part III**

## FEEDBACK

This is an opportunity for you to let me know what concepts intrigue you and what you want to learn more about.

Students will answer the following questions with 1-3 sentences for each question:

1. What is the most significant thing you learned in the most recent video lectures or discussion sessions?
2. What question is at the top of your mind at the end the most recent video lectures or discussion sessions?
3. What have you enjoyed learning about most in the class (including the video lectures) so far this term?
4. What would you like to discuss more in-depth as we continue the course?
5. What aspects of the syllabus, assignments or assignment structure work well for you and what would you recommend changing?

### Multiple Choice Quizzes, Instructions for Quiz 1 and Quiz 2

There are two multiple choice quizzes this semester (see assignment Evaluation at a Glance). **Both quizzes contain 20 multiple choice questions.** Students will pick the answer that best matches the question being asked, based on course lectures and readings. The quizzes are automatically marked, and the student will receive their mark upon completion.

Both quizzes can be taken by students anytime that suits them best, within the date range that the Quizzes are scheduled for as noted in the Evaluation at a Glance section of the syllabus. Each quiz will be worth 10% of your final mark, will consist **of 20 questions with a time limit of 26 minutes.**

#### Quiz 1 – 1<sup>st</sup> Half of Course

For Quiz 1 the material students should be familiar with encompasses the video lectures and readings up to and including the day the quiz is open.

#### Quiz 2 – 2<sup>nd</sup> Half of Course

For Quiz 2 the material students should be familiar with encompasses **the video lectures and readings that quiz 1 did not cover (see due date matrix for exact dates).**

Once a student opens the quiz the timer will begin, the timer cannot be paused. Do not click onto the quiz before you plan on taking it, if you click on the quiz and it starts then you must complete the quiz, there is no re-do.

Each quiz must be completed in a single session, within the time limit. Quizzes submitted after the time limit will be given an automatic mark of 0%.

Each quiz is multiple-choice, for each question a number of possible answers will appear, you choose only one answer, the answer that is the most correct. Each question will be awarded one mark for each most correct answer you choose, and zero marks for all other possibilities.

Be sure to follow all instructions carefully as you go through the quiz

Prior to taking the quiz be sure that you have completed watching all of the Video Series and Episodes and all of the readings that the quiz covers (as noted in the Evaluation at a Glance section). Be sure to have made notes, and study those notes for all of the video and written materials so that you are prepared for the quiz. If there is something you do not understand fully, be sure to re-watch the lectures, re-read readings and ask questions in discussion sessions.

The quizzes are timed, once the time limit has been reached the system will automatically submit whatever answers you have provided. Once you open the quiz the timer will begin, and it will not pause if you close the window. Each quiz must be completed in a single session, within the time limit. Quizzes submitted after the time limit will be given an automatic mark of 0%.

Each quiz has randomized questions, so that students will receive different questions of equal difficulty.

If you are registered with the Paul Menton Centre (PMC) with an accommodation for timed quiz, contact the Prof. and your TA with the exact accommodation extra time required on this quiz. Please do so before the quiz opens so that your accommodation can be entered into the system before the quiz opens for you.

**If you have any questions, or experience any technical difficulties, contact the ITS Service Desk**

- The ITS Service Desk is your point of contact for all IT issues, requests and inquiries. See a full list of services provided by the ITS Service Desk. Email: [its.service.desk@carleton.ca](mailto:its.service.desk@carleton.ca) (Monitored: Monday to Friday 8:30 am – 7:30 pm) Phone: 613-520-3700 Chat: [carleton.ca/its/chat](http://carleton.ca/its/chat) Hours: Monday to Friday: 8:30 am – 10:30 pm Saturday – Sunday: 12:00 pm – 8:00 pm

If this technical difficulty negatively impacted your quiz writing ability, please include the correspondence with brightspace support in a message to both your TA and Prof. This will then be evaluated to find the most appropriate means to address it. Remember, brightspace, the prof. and TAs will be able to see your quiz progression, if the quiz did crash, if there were technical difficulties where and when the difficulties happened.

**Assignment Evaluation Considerations**

---

Below is a table and list of questions used to evaluate each assignment.

Keep this in mind when writing your assignments.

<b>Thesis &amp; Explanation of subject - 70%</b>
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points.
<b>Use of Scholarly Literature - 25%</b>
Scholarly literature is employed to strengthen arguments.

Definitions and terms should be used properly.
Jargon should be kept to a minimum.
<b>Structure of Assignment - 5%</b>
Answer the questions being asked.
The assignment is an appropriate length.
The assignment employs proper grammar.

### These questions are utilized to assess written assignments

- Is there a clear idea/thesis forwarded in response to each question asked in an assignment?
- Are main points identified and explained?
- Are supporting statements focused, relevant and illuminating?
- Strong arguments are focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Is my assignment too descriptive? (avoid this)
- Are ideas being stated as self-evident? (avoid this)
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?

### Writing Resources

The Oxford Research and Writing Guide for Political Science is a good source for tips on writing for political science.

<https://global.oup.com/ushe/product/research-and-writing-guide-for-political-science-9780199890545?cc=us&lang=en&>

Some good databases for scholarly articles include JSTOR & Project MUSE which are both accessible through the library.

## VIII COURSE SCHEDULE

### Introduction

Sept 14<sup>th</sup>

#### Required

Watch all of the Intro. Videos on our course brightspace page.

Read the syllabus and become familiar with assignments and expectations.

Read the Syllabus thoroughly and

#### Recommended Reading

- Amartya Sen, How to Judge Globalism, 2002
- O'Neil, Patrick, Essentials of Comparative Politics, Chapter 1 Introduction
- Francis Fukuyama. The Origins of Political Order. Book review available through the library search engine. Quest, Linda. "Fukuyama, Francis. The Origins of Political Order: Front Prehuman Times to the French Revolution." International Social Science Review 2012: 53

- “Pericles’ Funeral Oration from Thucydides, 431 BCE, The Peloponnesian War.” Available through the library search engine or this link, [http://corematerials.homestead.com/01\\_pericles\\_funeral\\_oration.pdf](http://corematerials.homestead.com/01_pericles_funeral_oration.pdf)
- \*\*For example, if any link in this syllabus is broken, you will be able to find it through the library search engine.

## What is Comparative Politics

Sept. 21<sup>st</sup> & 28<sup>th</sup>

### Required Readings

- O’Neil, Patrick, Essentials of Comparative Politics, Chapter 1
- King, Gary, Robert Keohane and Sidney Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research, 1994, pp. 3-14 Available through the library search engine or this link, [https://edisciplinas.usp.br/pluginfile.php/4182875/mod\\_resource/content/2/Gary%20King%2C%20Robert%20Keohane%2C%20Sidney%20Verba%20Designing%20Social%20Inquiry%20%201994.pdf](https://edisciplinas.usp.br/pluginfile.php/4182875/mod_resource/content/2/Gary%20King%2C%20Robert%20Keohane%2C%20Sidney%20Verba%20Designing%20Social%20Inquiry%20%201994.pdf)
- Lijphart, A. “Comparative Politics and the Comparative Method” The American Political Science Review, Vol. 65, No. 3. (September, 1971): 682- 693

Available through the library search engine or this link

<http://www.la.utexas.edu/users/chenry/core/Course%20Materials/Lijphart1971/0.pdf>

### Case Study/Resources

- Polity V, <http://www.systemicpeace.org/polityproject.html>

## Nation States, People and Patterns of Interaction

October 5<sup>th</sup>

### Required Readings

- Appiah, Kwame, “Chapter 6: Education for Global Citizenship.” The Yearbook of the National Society for the Study of Education, vol. 107, no. 1, Wiley, 2008, pp. 83–99 Available through the library search engine
- O’Neil et. al. – Essentials of Comparative Politics

Chapter 2, States

- O’Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 2
  - Robert I. Rotberg, The New Nature of Nation-State Failure

Available through the library search engine or

[https://www.boell.de/sites/default/files/assets/boell.de/images/download\\_de/demokratie/The\\_New\\_Nature\\_of\\_Nation-State\\_Failure\\_Rotberg\\_2002\\_en.pdf](https://www.boell.de/sites/default/files/assets/boell.de/images/download_de/demokratie/The_New_Nature_of_Nation-State_Failure_Rotberg_2002_en.pdf)

- Sophie Harman, The Danger of Stories in Global Health, The Lancet, vol 395, issue 10226, 7-10 March, 2020. Available through the library search engine

### Case Studies/Resources

- Association for the Study of Nationalities, <http://nationalities.org/>
- Nations and Nationalism, journal
- Nationalism and Ethnic Politics, journal
- Nationalities Papers, journal

## Public Administration & Public Policy

October 12<sup>th</sup>

### Required Reading

- Sabharwal, Meghna, and Evan M. Berman. Public Administration in South Asia: India, Bangladesh, and Pakistan. First edition., Routledge, 2017, Introduction and Chapter 1 Available through the library search engine
- Lindblom, Charles, E, The Science of Muddling Through, Public Administration review, vol 19, no. 2, Spring 1959.

Available through the library search engine or this link <https://goo.gl/aRgsde>

- Douglas C. North, Institutions, Journal of Economic Perspectives, vol. 5, no. 1, winter 1991, pp. 97-112., Available through the library search engine or this link <https://www.aeaweb.org/articles?id=10.1257/jep.5.1.97>

### Case Studies/Resources

- Life Expectancy and Income, Gapminder Global Interactive available, <https://goo.gl/OS8ImU>
- Our World in Data, available <https://ourworldindata.org/>
- World Wealth and Income Database, Paris School of Economics, available, <http://wid.world/>

## Democracy

October 19<sup>th</sup> & November 2<sup>nd</sup>

### Required Readings

- Nyabola, Nanjala. Digital Democracy, Analogue Politics: How the Internet Era Is Transforming Politics in Kenya. 1st ed., Zed Books, 2018, Introduction (electronic copy available through a library search)
- O'Neil – Essentials of Comparative Politics, Chapter 5 Democratic Regimes
- O'Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 8

Alexis de Tocqueville, Author's Introduction, from Democracy in America, pp. 12-18, Available through the library search engine or this link

<http://seas3.elte.hu/coursematerial/LojkoMiklos/Alexis-de-Tocqueville-Democracy-in-America.pdf>

- O'Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 5

Philippe C. Schmitter and Terry Lynn Karl, What Democracy Is . . . and Is Not, Available through the library search engine or this link

<http://pscourses.ucsd.edu/ps200b/Schmitter%20&%20Karl%20What%20Democracy%20is%20.pdf>

### Case Studies/Resources

- Journal of Democracy – access through library
- International IDEA (Institute for Democracy and Electoral Assistance), available: <http://www.idea.int/> \*Go to their State of Democracy assessment methodology section
- Polity V, available, <https://dss.princeton.edu/catalog/resource93>
- Varieties of Democracy Dataset, available, <https://www.v-dem.net/en/about/>

## Democratic Consolidation & Deconsolidation

November 9<sup>th</sup> & 16<sup>th</sup>

### Democratic Consolidation & Deconsolidation

July 14<sup>th</sup>

#### Required Readings

- O'Neil – Essentials of Comparative Politics Chapter 8 Developed Democracies
- O'Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 5 Roberto Stefan Foa and Yascha Mounk, The Danger of Deconsolidation. Available through the library search engine or this link <https://www.journalofdemocracy.org/wp-content/uploads/2016/07/FoaMounk-27-3.pdf>

#### Case Study/Resources

- PBS News Hour, Former Supreme Court Justice Souter, Sept 17<sup>th</sup>, 2012, available <https://goo.gl/kPEBwi>
- Journal of Democracy

## Non-Democratic Regimes

November 23<sup>rd</sup>

#### Required Readings

- O'Neil - Essentials of Comparative Politics, Chapter 6 Nondemocratic Regimes
- O'Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 6

Seven Levitsky and Lucan A Way, Elections without Democracy, The Rise of Competitive Authoritarianism. Available through the library search engine or this link [https://scholar.harvard.edu/files/levitsky/files/SL\\_elections.pdf](https://scholar.harvard.edu/files/levitsky/files/SL_elections.pdf)

#### Case Study/Resources

- Freedom House, <https://goo.gl/XCz723>
- The Economist Intelligence Unit Democracy Index, available, <https://goo.gl/VE7eWL>

## Communism & Post-Communism

November 30<sup>th</sup> & December 7<sup>th</sup>

#### Required Readings

- O'Neil – Essentials of Comparative Politics Chapter 9, Communism and Postcommunism
- O'Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 9

Karl Marx and Friedrich Engels, Manifesto of the Communist Party. Available through the library search engine or this link <http://www.yorku.ca/comninel/courses/4090pdf/manifest.pdf>  
Hale, Henry, 25 Years After the USSR: What's Gone Wrong, Available through the library search engine or this link <https://www.journalofdemocracy.org/articles/25-years-after-the-ussr-whats-gone-wrong/>

#### Case Studies/Resources

- Goodbye Lenin, Dir. Wolfgang Becker, 2003 (use your preferred streaming site)
- The Lives of Others, 2006 Dir. Florian Henckel von Donnersmarck (use your preferred streaming site)

- PBS People's Century, People Power (use your preferred streaming site)
- Chuck Norris vs Communism, 2015, Ilinca Calugareanu (use your preferred streaming site)
- Economist Explains, Thomas Piketty's Capital, summarized in four paragraphs, May 5<sup>th</sup>, 2014, Available through the library search engine or this link <https://tinyurl.com/y9a4xvfe>



## Appendix

---

### **Covid-19 Information**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

***Pregnancy accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***Religious accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit [carleton.ca/pmc](http://carleton.ca/pmc).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

### **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor

may be subject to revision. No grades are final until they have been approved by the Dean.

### **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **Carleton Political Science Society**

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

### **Official Course Outline**

The course outline posted to the Political Science website is the official course outline.