

**PSCI 2101A Fall 2020**  
**Comparative Politics of the Global North**  
**Friday 8:35-10:25 am**  
**This course will be held remotely online**

**Instructor:** Akaysha Humniski

**Online Office hours:** Thursdays 1:30pm-3:30pm or by appointment

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***Course description:***

The aim of this course is to provide an introduction to the study of comparative politics with a specific focus on mobilizing the comparative method and engaging in theoretical and applied analysis of core domains. This course is divided into three sections, which when combined with the study of comparative methodology will provide a basis for further study in the field. The first section will engage in the study of the state, focusing on the evolution of the modern state and the emergence of nationalism, as well as examining the role of the welfare state in contemporary politics. Building on the theoretical and methodological foundations of the first section, the second will delve into the study of the concepts and applications of democracy and institutions, drawing together readings on democratization, authoritarianism, constitutions, elections, political parties, institutionalism, and interest groups. The third will explore the themes of political culture looking into the intersections between ideologies and identities and the processes of the state.

***Course format:***

This course is being delivered **asynchronously** and will involve engaging with recorded lectures and lecture slides, participating in online discussion forums, taking online lessons/midterm, and submitting assignments electronically. While this course does *not* have a set meeting time course materials will be uploaded in congruence with the course time set on Carleton Central and students are expected to complete the lectures, lessons, and forum participation on a **weekly basis**. Online office hours will be held each week where students can speak with the instructor through the Big Blue Button platform on CULearn. TA's will hold online office hours at designated points throughout the course.

***Learning outcomes:***

By the end of this course students will be able to build and mobilize a comparative research design through employing the comparative method and engaging with case studies. They will then be asked to use these skills to form a research frame through which to unpack and analyze some of the core domains and variables in the study of comparative politics in the Global North. In addition to this, students should consistently engage critically with the themes of the course and develop their own positions and understandings of the variables, cases, and ideas covered, making consistent use of the course materials and resources.

***Reading Material:***

Dickovick, Tyler, and Jonathan Eastwood, *Comparative Politics: Integrating Theories, Methods, and Cases*, Oxford University Press, New York. (either 2nd or 3rd Edition is fine). (Available through the Carleton bookstore)

Other reading materials: available through CULearn (the course webpage) and the

library's electronic resources.

***Evaluation at a Glance:***

Comparative Research Design **5%**  
Critical Review Essay **15%**  
Midterm Examination **20%**  
Short Weekly Lessons **10%**  
Forum participation **20%**  
Research Paper Outline **10%**  
Final Research Paper **20%**

All assignments should be electronically uploaded to the corresponding drop box on CULearn by 11:59 pm on the due date. Assignments must be uploaded in an accessible format (doc, docx, pdf, etc.) and it is the responsibility of the student to ensure that their materials are properly submitted for assessment.

***Late Penalties***

Students will be penalized up to 3% per day for late submissions, however should appropriate documentation be provided these penalties would be waived (See academic accommodations below for details on documentation during COVID).

***Evaluation in Detail:***

- ***Comparative Research Design (5%) DUE September 25<sup>th</sup>***

Students will complete a sample comparative research design (details on CULearn) building on a sample of research questions. Students are expected to develop a sample hypothesis, identify key variables, as well as highlight relevant cases to/in the study. This assignment is intended to build familiarity with the comparative method and it will be graded on a *pass/fail* scale.

- ***Critical Review Essay (15%) DUE October 9<sup>th</sup>***

Students will complete one 1000 word critical review of the supplementary readings (i.e. not in the textbook) for the course. This paper should a) summarize the key themes of the reading and b) engage in critical analysis. Strong critical reviews will emphasize a critical analysis of the ideas of the text and explore the implications therein. Students are not required to use external sources and are encouraged to substantiate their own position.

- ***Midterm Exam (20%) OPEN October 21<sup>st</sup> - DUE October 23<sup>rd</sup> (@ 11:59 pm)***

Students will complete a midterm examination on course material drawing from the first 6 weeks of the course. It will make use multiple choice, short answer, and long answer questions and take place on CULearn. Students may initiate the midterm only once and they will have a time frame within which to complete the midterm once it is initiated. Students will have **48 hours** within which to initiate the midterm from time of posting, after which submissions will no longer be accepted.

- ***Short Weekly Lesson (10x 1%= 10%) DUE Weekly on Week 2-6 & 9-13***

Students will complete a short weekly lesson based on the assigned readings and the course content for the week on CULearn. These lessons will be graded on a *pass/fail* scale (all questions must be answered correctly for a grade of *pass* and students will be allowed one review attempt per lesson). Each week, a new lesson will be opened along side the lecture and will be available for 7 days for completion.

- **Forum Participation (20%) DUE Weekly on Week 2-6 & 9-13**

Students are expected to read the assigned readings in advance of each class, and be prepared to discuss the content of the readings and the lecture in connection with a weekly comparative case study. This discussion will take place in forums on CULearn, where each tutorial group will explore the themes of the course and engage in dialogue with their peers with assistance from the TA. Forum participation will be graded on: a) critical analysis of the questions/cases posed b) utilization of relevant evidentiary supports, theories, and cases c) continual engagement and discussion with peers and alternative perspectives. Each week, the forum will become open during the course time slot and it will be available for 7 days. Students are expected to participate and engage with these forums on a continuous and *weekly* basis.

- **Research Paper Outline (10%) DUE November 13<sup>th</sup>**

Students will complete an outline of their projected final comparative research paper, wherein they provide a research question, thesis statement, research design, an outline of the body of the paper, as well as a sample bibliography. Students may choose from a list of topics provided on CULearn or choose their own in concert with the Instructor or TA. The TA will provide feedback and it is expected that students will integrate this feedback into their final papers.

- **Final Comparative Research Paper (20%) DUE December 11<sup>th</sup>**

Students will complete a 2000-2500 word research paper on a topic pertaining to the Global North and employing the comparative method. Students may choose from a list of topics provided on CULearn or choose their own in concert with the Instructor or TA. This paper will make use of at least 6 peer-reviewed academic sources and students are encouraged to use statistics or government documents to supplement their arguments.

**Course Schedule:**

This course is being taught **asynchronously**. The schedule below constitutes the time frames in which materials will become available and the dates on which assignments and midterms are due. Students are responsible for keeping up with their course work and completing their work in a timely manner. Students are expected to do the **weekly readings** outlined below, and participate in **weekly assessments** (lessons and forums) along with completing the assignments detailed above.

- **Week 1 (September 11<sup>th</sup>) Overview of the Course and the Evolution of Comparative Politics**

*Required Readings*

Chapter 1 of Dickovick and Eastwood, *Comparative Politics*, "The Comparative Approach: An Introduction."

*Recommended Readings*

Timothy W. Kaufmann-Osborn, "Dividing the Domain of Political Science: On the Fetishism of Subfields," *Polity*, 38, 1, 2006: 41-71.

- **Week 2 (September 18<sup>th</sup>) Introduction to the Comparative Method**

*Required Readings*

Chapter 2 of Dickovick and Eastwood, *Comparative Politics*, “Theories, Hypotheses, and Evidence.”

Arend Lijphardt, “Comparative Politics and Comparative Method,” *American Political Science Review*, 65, 3, 1971: 682-693.

### *Recommended Readings*

Barbara Geddes, “How the Cases you Choose Affect the Answers you Get: Selection Bias in Comparative Politics,” *Political Analysis* 2, 1, 1990: 131-150.

Philippe Schmitter, “The Nature and Future of Comparative Politics,” *European Political Science Review*, 1,1, 2009: 33-61.

- **Week 3 (September 25<sup>th</sup>) The State (Comparative Research Design DUE)**

### *Required Readings*

Chapter 3 of Dickovick and Eastwood, *Comparative Politics*, “The State.”

Charles Tilly. “War Making and State Making as Organized Crime,” *Bringing the State Back In*. Cambridge: Cambridge University Press, 1985.

Karl Marx and Friedrich Engels. *The Manifesto of the Communist Party*. 1848. 1-27.

### *Recommended Readings*

Fred Block. “The Ruling Class does not Rule: Notes on the Marxist Theory of the State,” *Socialist Revolution* 33, May-June 1977.

Theodore Lowi. “American Business, Public Policy, Case Studies, and Political Theory,” *World Politics*, 16, 4, July 1964.

- **Week 4 (October 2<sup>nd</sup>) The Welfare State and Political Economy**

### *Required Readings*

Chapter 4 of Dickovick and Eastwood, *Comparative Politics*, “Political Economy.”

Jane Lewis. “Gender and the Development of Welfare State Regimes,” *Journal of European Social Policy*, 2, 1992.

### *Recommended Readings*

Gosta Esping-Andersen, *The Three Worlds of Welfare Capitalism* (London: Polity Press, 1990).

- **Week 5 (October 9<sup>th</sup>) Democracy, Democratization, and Modernization (Critical Review #1 DUE)**

### *Required Readings*

Chapter 6 of Dickovick and Eastwood, *Comparative Politics*, “Democracy and Democratization.”

Samuel P. Huntington. "Political Development and Political Decay," *World Politics*, 17, 3, April 1965: 386-430.

### *Recommended Readings*

Robert Putnam. *Making Democracy Work* (Princeton, NJ: Princeton University Press, 1993, Chapter 4.

- **Week 6 (October 16<sup>th</sup>) Democratic Structures, Political Parties, and Elections**  
*Required Readings*

Chapter 9 of Dickovick and Eastwood, *Comparative Politics*, "Legislatures and Legislative Elections."

Chapter 11 of Dickovick and Eastwood, *Comparative Politics*, "Political Parties, Party Systems, and Interest Groups."

### *Recommended Readings*

John, Anderson. "Canada's Current Electoral System has Democracy Problems," *Social Policy* 47, 1, 2017: 43.

Jeffery A. Karp and Susan Banducci. (2008) "Political Efficacy and Participation in Twenty-Seven Democracies: How Electoral Systems Shape Political Behaviour" *British Journal of Political Science*. 38, 2.

Charles Boix. "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies," *American Political Science Review* 93, 3, 1999: 609-624.

- **Week 7 (October 23<sup>rd</sup>) MIDTERM DUE (Midterm opens Oct. 21<sup>st</sup>) (no lecture, lesson, or forums this week)**
- **Week 8 (October 30<sup>th</sup>) READING BREAK (no lessons or forums this week)**
- **Week 9 (November 6<sup>th</sup>) Political Institutions and New Institutionalism**

### *Required Readings*

J.G. March and J.P. Olsen. "The Institutional Dynamics of International Political Orders," *International Organization* 52, 4, 1998: 943-969.

Louise Chappell. "Comparing Political Institutions: Revealing the Gendered 'Logic of Appropriateness,'" *Politics and Gender* 2, 2, 2006: 223-225.

### *Recommended Readings*

Vivian Schmidt. "Discursive Institutionalism: the Explanatory Power of Ideas and Discourse," *Annual Review of Political Science* 11, 2008: 303-326.

Wolfgang Streeck, and Kathleen Thelen, eds., "Beyond Continuity: Institutional Change" in *Advanced Political Economies* (London: Oxford University Press, 2005)

- **Week 10 (November 13<sup>th</sup>) Authoritarianism, Populism, and Democratic Breakdown (Comparative Research Paper Outline DUE)**

*Required Readings*

Chapter 7 of Dickovick and Eastwood, *Comparative Politics*, “Authoritarian Regimes and Democratic Breakdown.”

Ivan Krastev. "Paradoxes of the New Authoritarianism." *Journal of Democracy*, 22, 2, 2011: 5-16.

*Recommended Readings*

Samuel Handlin. “Mass Organization and the Durability of Competitive Authoritarian Regimes: Evidence from Venezuela,” *Comparative Political Studies*. 22,2, 2016:1238-1269.

- **Week 11 (November 20<sup>th</sup>) Social Movements**

*Required Readings*

Chapter 12 of Dickovick and Eastwood, *Comparative Politics*, “Revolutions and Contention.”

Charles Tilly. “Social Movements: Contentious Politics and Social Change,” *African Studies (Johannesburg)*, 56,1, 1997: 51 - 66.

*Recommended Readings*

Theda Skocpol. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. New York: Cambridge University Press, (1979): 3-43.

- **Week 12 (November 27<sup>th</sup>) Nationalism, Citizenship, and National Identity**

*Required Readings*

Chapter 13 of Dickovick and Eastwood, *Comparative Politics*, “Nationalism and National Identity.”

Benedict Anderson. "Western Nationalism and Eastern Nationalism." *New Left Review* no. 9 (2001): 31-42. .

*Recommended Readings*

William Rogers Brubaker,. "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis." *International Sociology* 5, no. 4 (1990): 379-407

Edward Said. “From Orientalism,” in Patrick Williams and Laura Chrisman, *Colonial Discourse and Post-Colonial Theory* (New York: Columbia University Press, 1994).

- **Week 13 (December 4<sup>th</sup>) Identity and Ideology in Modern Politics**

*Required Readings*

Chapter 14 of Dickovick and Eastwood, Comparative Politics, “Race Ethnicity, and Gender.”

Chapter 15 of Dickovick and Eastwood, Comparative Politics, “Ideology and Religion in Modern Politics.”

## **Academic Accommodations**

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### **Accommodations during COVID**

Due to COVID, instructors will not request or require a doctor’s note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: [https://carleton.ca/registrar/wp-content/uploads/COVID-19\\_Self-declaration.pdf](https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf)

### **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**

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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

- **Religious obligation**

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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

- **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, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is 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](https://carleton.ca/sexual-violence-support)

- **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 compete or perform 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](https://students.carleton.ca/course-outline)

- **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 can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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**

Online classroom teaching and learning activities, including lectures, discussions, presentations, etc. – by both instructors and students – are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes, videos, and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **Submission of Term Work**

This course is being delivered remotely online. Due to this, papers and assignments must be submitted electronically to the allocated dropboxes provided on CULearn for



assessment. Feedback and commentary will be provided, as necessary, on electronically on CULearn.

### **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

### **Approval of final grades**

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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

### **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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

### **Official Course Outline**

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