

PSCI 2101B

Comparative Politics: The Global North

Fridays, 2:35-4:25, Tory238 Instructor: Dr. Tamara Kotar, Class Facebook: Tamara Kotar Office hours: B645 Loeb Fridays 4:35-5:35, Email to schedule an appointment, tamara.kotar@carleton.ca

Course description

Welcome to PSCI 2101! This course is an introductory exploration of comparative politics in the global north. During this semester we will investigate comparative democratic institutions and political economy. We will pay particular attention to democratic consolidation and deconsolidation in theory and practice. We will examine comparative understandings of and responses to economic and political challenges in select case studies. Our focus will be on the diversity of ways that politics is theorized and practiced in the global north.

Throughout the course students are encouraged to consider different perspectives and contemplate how their knowledge and skills can be employed in political discourse and change.

Core Questions and Course Goals

A central goal of this course is to facilitate student exploration of questions such as:

- What is comparative politics and what contribution does it make to understanding how people can live together better?
- How do you measure quality of political institutions?
- Is there a trade off between freedom and security in the political and economic systems of the global north?

The course is designed so that students create more questions, to further their investigations and understandings of complex topics. Questions such as:

- What significant events, movements and ideas influenced political and economic life in the global north through history? What impact do they have today?
- What can we learn from comparative understandings of political and economic practice?
- Can political and economic ideals and intentions be disassociated with implementation and practice and what is the impact of that disassociation?

Required Texts/ Film

The Required Text is available at The Carleton Bookstore

- O'Neil, Patrick & Ronald Rogowski Essential Readings in Comparative Politics, 4th Edition, (Toronto: W.W. Norton).

- Maisel, Sandy, L., American Political Parties and Elections: A Very Short Introduction, Second Ed., (Oxford: Oxford University Press, 2016).
- Goodbye Lenin, Dir. Wolfgang Becker, 2003, Available: <https://itunes.apple.com/us/movie/good-bye-lenin/id563188049>

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.

Electronics Policy

Students may not use cell phones during lectures or tutorials, although these may be used in the classroom prior to and after class, as well as during the lecture break and/or during breakout sessions. **Please keep cell phones in bags or pockets during class.**

Laptops may only be used for class notes, if applications other than note-taking software is opened the students will be asked to leave class and or forfeit marks on upcoming assignments that have a class attendance/participation requirement. Surfing the web or engaging in social media is prohibited during the class, other than for breakout sessions or breaks.

Why?

1. Respect for Fellow Students.
2. 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.
3. Studies on multitasking, all resoundingly demonstrate that you learn far less when distracted by your devices.
4. You are here for a short time, make the best use of your time to really engage with these ideas and with your colleagues.

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 class, lecture attendance and focusing on ideas in class, active participation in team or group work and reviewing notes are essential for good grades on assignments. During each class students will have the opportunity to collaborate with their peers in groups that will exchange and share ideas and approaches to specific issues in human rights. To really comprehend these complex

issues to be discussed it takes your full attention and investigation especially during class and in collaborating with your peers, you will excel in this class if you do that.

This course also takes advantage of both in-class and online components to enhance the learning experience. 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 cuLearn. When you click on a week, you will find the assignments for the week as well as a detailed description of assignment requirements.

Assignment Due Date Matrix

Assignment	Date	Share of Term Mark	Notes
Syllabus Scavenger Hunt	Jan. 12 th	3%	
Video Quizzes	Feb. 2 nd Feb. 16 th	11%	**There are 2 video quizzes due. Each quiz is worth 11% Your best result will count toward your final mark. . Your worst mark will be eliminated.** Your worst mark can be a video quiz you choose not to hand in. You will need information from the class do well on the video quizzes.
My PSCI Academic Brief	Jan. 26 th Mar. 2 nd Mar. 9 th April 6 th	54%	4 assignments worth 18% each. **There are 4 assignments due. Your best 3 results will count toward your final mark. Your worst mark will be eliminated.** Your worst mark can be a Academic Brief you choose not to hand in. Use My PSCI Academic Brief Format to easily create your Academic Briefs.
In Class Feedback	Feb. 9 th	2%	Answer the feedback questions on cuLearn
In Class Quiz	Mar. 23 rd	30%	Essay Answer = 2 essays 15% each

****Academic Brief assignments and video quizzes will only be marked if you have attended the class prior to the due date and the class of the due date for the assignment. If you have not attended the mark will automatically be 0. If you must miss class you may do a 2 page single spaced essay in lieu of part I of academic brief assignments.**

CuLearn

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

Social Media

There is a Facebook page for the course, Tamara Kotar; it is my professional, not personal FB page. Students are encouraged but not compelled to join. The class FB is a forum for collegial discussion, extending and applying the scholarly ideas we discuss in class to contemporary phenomena and current human rights movements.

For the social media components of assignments, particularly Part III of Academic Brief posts, students have a choice of posting items to the Socially Scientific or the class discussion group on cuLearn. Marks for social media components of assignments will be awarded without bias, that means the marks will be the same regardless of what medium students choose. The idea is to ensure that students have an option to share on a platform they are comfortable with using.

Late Assignments

Students are expected to (1) attend seminars having completed the assigned readings and (2) come prepared for thoughtful discussions. All written assignments are due in the appropriate CuLearn drop boxes. **Late assignments will be marked 0.** Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation). In the case of medical or family emergencies you may do a 2 page single spaced essay in lieu of part I of academic brief assignments.

Case Study/Resources

For each topic and in each week students will read the required reading and attend the lecture. The items listed under the Case Study/Resources section of each week are there to help illuminate key ideas using different media providing further opportunities to illustrate the importance and real world implications of what is discussed in readings and in class.

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. What part of the Academic Brief post do I post to the class facebook - Tamara Kotar?
4. Is the Facebook, Tamara Kotar, a personal account or a professional one used for education/class purposes only?
5. Do I have to attend class and discussion groups for my Academic Briefs to be marked?
6. Under what subheading do I find the reading materials for each week?

Video Quizzes

After watching each of the videos for the assigned date answer the questions below the videos and submit those answers in the blackboard space provided.

You must attend the class & discussion groups for good marks on **Video Quizzes**.

Good answers to video quizzes will include ideas/theories discussed in class. Answers will also include all of the hallmarks of a good assignment, as noted in Assignment Evaluation Considerations section of this syllabus.

My PSCI Academic Brief

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 CuLearn 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. There are 4 assignments due but only **the 3 highest marks out of the 4 assignments will count** toward your final mark. **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 **My PSCI Academic Brief Format** provided below into your own word document and fill in the material required.

*If you miss the class, even for unforeseen reasons, you may hand in a 4-page double spaced extension of Part II of the Academic Brief post lieu of Part I (the extension of Part II is intended to compensate for the hours of class time and participation missed). Both Part II and Part III of the Academic Brief assignments are still required.

My PSCI Academic Brief Format

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

Each Academic Brief assignments requires all of the following 3 parts

Part I- Analyze Seminar/Lecture/Tutorial Discussion

For this component you will identify and discuss an issue we talked about in our seminar at the class before the due date. Identify and critically engage with one idea/concept/issue dealt with in class 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 for the day the assignment is due.

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 & Current Events/Social Media

1. Post one media item (article, podcast or video clip) that relate to issues discussed during this class or in the readings. You can post it on the class Facebook page Tamara Kotar or the cuLearn discussion board. If you post to the Class FB page, Tamara Kotar, be sure to include the course code with a hashtag so that it is known this was posted for a class requirement. On your discussion board or Facebook posting you can choose to explain why the link may enhance understanding of the topic discussed in class.

Explain the significance in:

125 words

2. Cite a media item (article, podcast or video clip) that you found interesting, posted by anyone else (from any class or even the prof.) on the class FB or the class Discussion Group.

Explain the significance in:

125 words

In-Class 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 today's class?
2. What question is at the top of your mind at the end of today's class?
3. What have you enjoyed learning about most in the class so far this term?
4. What would you like to discuss more in-depth as we continue the course?
5. What recommendations do you have for the syllabus, assignments or assignment structure?

In Class Quiz

The In Class Quiz will be based on a combination of what we have discussed in lectures, discussion groups and readings along with the work you have done in the video quizzes and Academic Brief posts.

The format will be:

Essay Answer, 2 essays worth 15% each

Students will have a choice of 2 questions to answer out of 4

****There will be no make-up quiz**** Except in cases of medical or family emergencies documented by a note from a medical practitioner.

Seminar Schedule

Introduction

Class 1: January 12th

Course structure, assignments and expectations.

What is the Global North & What is Comparative Politics?

Class 2: January 19th

Required Readings

- O'Neil et. al., Chapter 1
- King, Gary, Robert O. Keohane, and Sidney Verba, *The Science in Social Science, from Designing Social Inquiry. Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press, 1994.
- Lijphart, A. "Comparative Politics and the Comparative Method" *The American Political Science Review*, Vol. 65, No. 3. (Sept., 1971): 682- 693
Available:
<http://www.la.utexas.edu/users/chenry/core/Course%20Materials/Lijphart1971/o.pdf>

Case Study/Resources

- Carleton Library Political Science Subject Guide available: <https://goo.gl/sykhAu>
*Pay particular attention to the "Identify and Develop your Topic" section and the section that recommends good political science journals and use those resources to improve your assignments.

Democracy – Liberal & Illiberal

Class 3: January 26th

Required Readings

O'Neil et. al., Chapter 5

- Philippe C. Schmitter and Terry Lynn Karl, *What Democracy Is ... and Is Not*

O'Neil et. al., Chapter 6

- Steven Levitsky and Lucan A. Way, *The Rise of Competitive Authoritarianism*

Case Study/Resources

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

Democratic Institutions: Electoral Systems

Class 4: February 2nd

Class 5: February 9th

Required Reading

O'Neil et. al., Chapter 5

- Arend Lijphart, Constitutional Choices for New Democracies
O’Neil et. al., Chapter 8
- Torben Iversen and David Soskice, Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More than Others

Case Study/Resources

- International IDEA (Institute for Democracy and Electoral Assistance), available: <http://www.idea.int/> *Go to their State of Democracy assessment methodology section
- Polity IV, <http://www.systemicpeace.org/polityproject.html>

Comparative Political Systems: Elections USA

Promise & Challenges

Class 6: February 16th

Required Reading

- Maisel, Sandy, L., American Political Parties and Elections, Chapters 1, 4 & 5 (the chapters are short)

Case Study/ Resources

- PBS News Hour, Former Supreme Court Justice Souter on Citizens United Decision and Freedom of Speech, Sept 17th, 2012, available <https://goo.gl/kPEBwi>

Comparative Political Systems: European Union

Promise & Challenges

Class 7: March 2nd

Class 8: March 9th

Required Reading

- Takis S. Pappas, The Specter Haunting Europe, Distinguishing Liberal Democracy’s Challenges, Journal of Democracy, October 2016, Vol. 27, No. 4, available: <https://goo.gl/CDb1vn>
- Ford, Robert & Matthew Goodwin, Britain After Brexit: A Nation Divided, Journal of Democracy, January, 2017, vol. 28, no. 1, available: <https://goo.gl/ZH3psp>

Case Study/ Resources

- EUTube – European Commission Youtube Channel, available <https://www.youtube.com/user/eutube>
- BBC News, EU: All you need to know in under 2 minutes, Feb. 19th, 2016, available <https://goo.gl/qUrvBu>

In Class Quiz

Class 9: March 16th

Comparative Political Systems – Communism & Post Communism

Class 10: March 23rd

Class 11: April 6th

Required Reading/Watching

O'Neil et. al., Chapter 9

- Ivan Krastev, Paradoxes of the New Authoritarianism
- Goodbye Lenin, Dir. Wolfgang Becker, 2003, Available:
<https://itunes.apple.com/us/movie/good-bye-lenin/id563188049>

Case Studies/Resources

- Chuck Norris vs. Communism,
<https://www.youtube.com/watch?v=znp1dNaPp3k>
- PBS People's Century, People Power
<https://www.youtube.com/watch?v=gAQwgt0NU4>

Comparative Political Economy: Inequality

Class 12 & Course Wrap-Up: April 11th

Required Readings

O'Neil et. al., Chapter 4

- Douglas C. North, Institutions, from, Journal of Economic Perspectives, vol. 5, no. 1, winter 1991, pp. 97-112.
- Hickel, Jason, Aid in Reverse: how Poor Countries Develop Rich Countries, The Guardian UK, Jan. 14th, 2017, available, <https://goo.gl/SZ8ErJ>

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/>

Assignment Evaluation Considerations: All Assignments, will be Marked Using the Following Guidelines

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

Keep this in mind when writing your assignments.

Thesis & Explanation of subject - 70%
A clear idea/thesis is forwarded for each question asked or the parts of the assignment that call for a clear thesis (for example Part I and Part II of the Academic Brief each require their own thesis.
Identification and explanation of main points.
Use of Scholarly Literature - 25%
Scholarly literature is employed to strengthen arguments.
Definitions and terms should be used properly.
Jargon should be kept to a minimum.
Structure of Assignment - 5%
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?

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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.

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 and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit

<https://www.facebook.com/groups/politicalsciencesociety/>

or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.