

PSCI 6105F
Comparative Politics I
Wednesdays, 11:35am – 2:25pm
Please confirm location on Carleton Central

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Course description:

This seminar, together with PSCI 6106, constitutes the PhD core course in Comparative Politics. PSCI 6105 focuses on “classic” authors, themes, and debates in the subfield. It provides an overview of the subfield’s origins and evolution, introduces key analytical paradigms, reviews approaches to research design and methodology, and examines some long-standing topics of comparative research. PSCI 6106 (offered in Winter 2026) will further explore contemporary debates in Comparative Politics, including perspectives that seek to address biases and blind spots of the classic literature. Together, the two courses provide the basis for the PhD comprehensive exam in Comparative Politics.

Learning outcomes:

PSCI 6105 focuses on developing a comprehensive and critical understanding of a broad range of literature. After successfully completing the course, students will be able to:

- Read sophisticated academic texts closely, critique them analytically, find connecting themes, and contrast various approaches;
- Summarize how the subfield has developed over time, by identifying key authors and their contributions, and by assessing the evolution of key debates;
- Identify different analytical approaches and comparative research designs, and debate their respective strengths and weaknesses;
- Formulate reasoned opinions and perspectives on the conceptual and methodological debates reviewed in the course, and constructively discuss them with others;
- Write about Comparative Politics in the concise, focussed prose that is found in a successful comprehensive examination.

Required readings:

This course is based on a specifically assembled selection of literature. All required texts are available as electronic class reserves on Brightspace and the ARES electronic reserves system of the MacOdrum Library. Students are not required to purchase textbooks or other learning materials for this course.

Students must be aware that the reading load for this course is heavy (180-220 pages per week). Students are advised to ensure that they have sufficient time each week to complete the assigned readings. All readings assigned for a particular class must be completed in advance of the class meeting. Students must be ready to discuss these readings actively and in depth, possibly in small groups. Written assignments focus on analysis and critique of the literature, rather than on detailed research on specialized topics.

Assignments and evaluation:

Participation in class discussions	20%	
Two in-class tests (10% each)	20%	(September 24 and October 15, 2025)
Book review (20%) and presentation (5%)	25%	(Dependent on topic during Part II)
Intellectual biography paper	35%	(Due December 5, 2025)

Participation in class discussion: Each seminar session will be constructed around a detailed, text-based discussion of core readings. It is essential that *all* students do *all* the required readings for *all* sessions, and that they have access to an electronic or physical copy of the required texts during class. Students should take the time before each class to think about questions they would like to raise about the readings. Participation marks will be assigned according to the quantity and quality of contributions. Regular attendance is a prerequisite for obtaining a good participation grade. Students who have to miss a class must inform the instructor in advance.

In-class tests: Since this course prepares PhD students for their comprehensive exams, we will hold two comp-style tests in class that allow students to become familiar with this type of examination. The tests will be held during the first hour of class time in two sessions during Part I of the course (September 24 and October 15, 2025). In each test, students will have to respond to one question (from a selection of two) that relates to the required readings for the class in which the test is held and/or the two preceding classes. They will have no access to the readings during the exam, so it is essential that they come well-prepared. In-class tests will be written in a Carleton computer lab similar to the one where the actual comprehensive exam will be held.

Book review and presentation: Each student will have to choose one book from the supplementary reading list for one of the sessions in Part II of the class, write a book review, and present it to the class. Eligible books are indicated by an asterisk in the reading list below. Book reviews must be about 2000 words in length. They are expected to position the book in the Comparative Politics literature, by identifying authors/perspectives and analytical paradigms that have influenced the book, discussing its comparative methodology, and critically assessing its contribution to scholarly debates on the topic in question. Book reviews must be submitted on Brightspace by the evening before the session in question. Students will present the key points of their book review in a brief presentation (10 minutes maximum), which will be scheduled in the session for which their book appears on the supplementary readings list. More detailed instructions will be provided in class.

Intellectual biography paper: The final paper is an intellectual biography of one of the authors whose work was discussed in this class. This must be around 5000 words in length. The choice of author must be discussed with the instructor, and approved by him, by the end of October 2025. The paper reviews the author's major works over the course of their career and critically assesses their contribution to the subfield of Comparative Politics. This entails naming major intellectual influences on the author, identifying key debates which the author helped shape,

naming the author's key allies/adversaries in these debates, discussing what is distinctive about the author's contribution in conceptual, methodological, and/or substantive respects, and explaining how you would assess the values of this contribution. The paper is due on December 5, 2025. More detailed instructions will be provided in class.

Submission and Assessment of Coursework:

All assignments must be submitted using the assignment tool in Brightspace. Comments and grades will be provided on Brightspace. Unless a medical (or equivalent) excuse is provided, late assignments will be penalized by two (2) percentage points per day (including weekends); assignments more than a week late will receive a mark of 0%.

Please note that standing in Carleton University courses is determined by the course instructor subject to the approval of the Faculty Dean. This means that final grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean and appear on Carleton Central.

Departmental Rules for PhD Core Courses:

All graduate students registered in a core course should be aware of the following guidelines:

- A student must complete both halves of the core course, with a B+ standing or higher, to be eligible to write the scheduled August 2026 comprehensive examination.
- Eligibility to write the comprehensive examination will be determined by the Graduate Administrator and Graduate Supervisor by the end of May 2026.
- Students must complete the Fall core course and submit all outstanding work by the end of the Fall term. In the case of extenuating circumstances, an extension may be granted by the course instructor, but all outstanding work must be completed by January 15, 2026. In these instances, a student will be awarded an "F" until a change of grade is submitted. Students may be deregistered from the second half of the core course if this condition is not met.
- Students seeking accommodations for the final comprehensive exam in August 2026 must inform the Graduate Administrator and seek formal accommodation for the exam through the Paul Menton Centre by end of May 2026.

Use of Artificial Intelligence (AI):

Written work produced for this course (including papers and presentation scripts) must not be produced by generative AI tools such as Chat GPT. The instructor may decide to make the grade for an assignment dependent on an oral discussion with the student to confirm their knowledge of the material and sources. If the instructor has evidence for the use of AI tools, an academic integrity investigation will be initiated as per Carleton's Academic Integrity Policy.

Acknowledgement:

This course outline builds on the work of the two previous instructors of this course, Professors Andrea Chandler and Jeremy Paltiel.

Course Sessions and Readings:

Week 1 (September 3, 2025) – Introduction: Why Compare in Political Analysis?

Seminar Logistics and Administration

Required readings (ca. 80 pages):

- Todd Landman and Edzia Carvalho. 2017. *Issues and Methods in Comparative Politics: An Introduction*, 4th edition. Routledge. Chapters 1-2 (pp. 3-56)
- Gerardo L. Munck. 2007. The Past and Present of Comparative Politics. In: Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (pp. 32-59). Johns Hopkins University Press.

Supplementary readings:

- Carles Boix and Susan C. Stokes, eds. 2009. *The Oxford Handbook of Comparative Politics*. Oxford University Press.
- Mark Irving Lichbach and Alan S. Zuckerman, eds. 2009. *Comparative Politics: Rationality, Culture, and Structure*, 2nd edition. Cambridge University Press.

PART 1: DEVELOPMENT OF COMPARATIVE POLITICS: ORIGINS, KEY CONTRIBUTIONS, ANALYTICAL PARADIGMS

Week 2 (September 10, 2025) – Origins (I): Political Regimes and Constitutions

Required readings (ca. 200 pages):

- Aristotle. 1997 [ca. 335-323 BC]. *The Politics*. University of North Carolina Press. Books IV and VI (pp. 163-201, 220-255)
- Charles de Secondat Baron de Montesquieu. 2001 [1748]. *The Spirit of Laws*. Batoche Books. Book 11 (pp. 171-205)
- Alexis de Tocqueville. 1839. *Democracy in America*. George Adlard. Volume I, Chapters 13-16 (pp. 193-287)

Supplementary readings:

- Alexander Hamilton, John Jay, and James Madison. 1982 [1787/1788]. *The Federalist*. Wesleyan University Press.
- Emile Durkheim. 1952 [1897]. *Suicide: A Study in Sociology*. Routledge.
- Melvin Richter. 1969. Comparative Political Analysis in Montesquieu and Tocqueville. *Comparative Politics*, 1(2), 129-160.

Week 3 (September 17, 2025) – Origins (II): Economy, Culture, Political Ideas

Required readings (ca. 220 pages):

- Karl Marx. 1975 [1843]. On the Jewish Question. In: Karl Marx and Friedrich Engels, *The Collected Works of Karl Marx and Friedrich Engels* (Vol. 3, pp. 146-174). International Publishers.

- Karl Marx. 1975 [1849]. Wage Labour and Capital. In: Karl Marx and Friedrich Engels, *The Collected Works of Karl Marx and Friedrich Engels* (Vol. 9, pp. 197-227). International Publishers.
- Karl Marx and Friedrich Engels. 1975 [1848]. Manifesto of the Communist Party. In: Karl Marx and Friedrich Engels, *The Collected Works of Karl Marx and Friedrich Engels* (Vol. 6, pp. 478-520). International Publishers.
- Max Weber. 2001 [1904/05]. *The Protestant Ethic and the Spirit of Capitalism*. Routledge. Chapters I-IV (pp. 37-115)
- Max Weber. 1978 [1921]. *Economy and Society: An Outline of Interpretive Sociology*. University of California Press. Chapter III, i-v (pp. 212-254)

Supplementary readings:

- Joseph Schumpeter. 2010 [1942]. *Capitalism, Socialism and Democracy*. Routledge.
- Antonio Gramsci. 1971 [1947]. *Selections from the Prison Notebooks*. International Publishers.
- Gurminder K. Bhambra. 2011. Talking among Themselves? Weberian and Marxist Historical Sociologies as Dialogues without “Others”. *Millennium*, 39(3), 667-681.

Week 4 (September 24, 2025) – Paradigms (I): Comparative Historical Analysis

First in-class test

Required readings (ca. 220 pages):

- Karl Polanyi. 2001 [1944]. *The Great Transformation: The Political and Economic Origins of Our Time*. Beacon Press. Chapters 5-6, 19-21 (pp. 59-80, 231-268)
- Barrington Moore Jr. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Beacon Press. Preface and Part III (pp. xvii-xxiv, 413-483)
- Theda Skocpol. 1979. State and Revolution: Old Regimes and Revolutionary Crisis in France, Russia, and China. *Theory and Society*, 7(1-2), 7-95.

Supplementary readings:

- James Mahoney and Dietrich Rueschemeyer, eds. 2003. *Comparative Historical Analysis in the Social Sciences*. Cambridge University Press.
- James Mahoney and Kathleen Thelen, eds. 2015. *Advances in Comparative-Historical Analysis*. Cambridge University Press.
- Ayse Zarakol. 2022. *Before the West: The Rise and Fall of Eastern World Orders*. Cambridge University Press.

Week 5 (October 1, 2025) – Paradigms (II): Behaviouralism

Required readings (ca. 190 pages):

- David Easton. 1965. *A Systems Analysis of Political Life*. John Wiley and Sons. Chapter 2 (pp. 17-33)
- Robert A. Dahl. 1961. *Who Governs? Democracy and Power in an American City*. Yale University Press. Chapters 8, 12-18 (pp. 89-103, 163-220)

- Gabriel A. Almond and Sidney Verba. 1963. *The Civic Culture*. Little, Brown and Co. Chapters 1-2, 15 (pp. 3-42, 473-505)
- Ronald Inglehart. 1971. The Silent Revolution in Europe: Intergenerational Change in Post-Industrial Societies. *American Political Science Review*, 65(4), 991-1017.

Supplementary readings:

- Seymour Martin Lipset. 1960. *Political Man: The Social Bases of Politics*. Doubleday & Company.
- Angus Campbell, Philip E. Converse, Warren E. Miller, and Donald E. Stokes. 1964. *The American Voter: An Abridgment*. John Wiley.
- Heinz Eulau, ed. 1969. *Behaviouralism in Political Science*. Routledge.
- Ted Robert Gurr. 1970. *Why Men Rebel*. Princeton University Press.
- Mancur Olson. 1971. *The Logic of Collective Action*. Harvard University Press.

Week 6 (October 8, 2025) – Paradigms (III): Rational Choice and Other Institutionalisms

Required readings (ca. 190 pages):

- Peter A. Hall and Rosemary C.R. Taylor. 1996. Political Science and the Three New Institutionalisms. *Political Studies*, 44(5), 936-957.
- Barbara Geddes. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. University of Michigan Press. Chapter 5 (pp. 175-211)
- Barry R. Weingast. 2002. Rational Choice Institutionalism. In: Ira Katznelson and Helen V. Milner, eds. *Political Science: The State of the Discipline* (pp. 660-692). Norton.
- Elinor Ostrom. 1999. Coping with Tragedies of the Commons. *Annual Review of Political Science*, 2, 493-535.
- James G. March and Johan P. Olsen. 1989. *Rediscovering Institutions: The Organizational Basis of Politics*. Free Press. Chapter 9 (pp. 159-172)
- Kathleen Thelen. 1999. Historical Institutionalism in Comparative Politics. *Annual Review of Political Science*, 2, 369-404.
- Louise Chappell. 2006. Comparing Political Institutions: Revealing the Gendered “Logic of Appropriateness”. *Politics and Gender*, 2(2), 223-235.

Supplementary readings:

- Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds. 1985. *Bringing the State Back In*. Cambridge University Press.
- Douglass C. North. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge University Press.
- Sven Steinmo, Kathleen Thelen, and Frank Longstreth, eds. 1992. *Structuring Politics: Historical Institutionalism in Comparative Analysis*. Cambridge University Press).
- George Tsebelis. 2002. *Veto Players: How Political Institutions Work*. Princeton University Press.
- Paul Pierson. 2004. *Politics in Time: History, Institutions, and Social Analysis*. Princeton University Press.

Week 7 (October 15, 2025) – Logics of Comparison and Research Designs

Second in-class test

Required readings (ca. 180 pages):

- Giovanni Sartori. 1991. Comparing and Miscomparing. *Journal of Theoretical Politics*, 3(3), 243-257.
- Todd Landman and Edzia Carvalho. 2017. *Issues and Methods in Comparative Politics: An Introduction*, 4th edition. Routledge. Chapters 3-5 (pp. 57-95)
- Gary King, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press. Chapters 1 and 4 (pp. 3-33, 115-149)
- Charles Ragin. 2004. Turning the Tables: How Case-Oriented Research Challenges Variable-Oriented Research. In: Henry E. Brady and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (pp. 123-138). Rowman and Littlefield.
- Jason Seawright and John Gerring. 2008. Case Selection Techniques in Case Study Research. *Political Research Quarterly*, 61(2), 294-308.
- Andrew Bennett and Jeffrey T. Checkel. 2014. Process Tracing: From Philosophical Roots to Best Practices. In: Andrew Bennett and Jeffrey T. Checkel, eds. *Process Tracing: From Metaphor to Analytical Tool* (pp. 3-38). Cambridge University Press.

Supplementary readings:

- John Stuart Mill. 1875 [1843]. *A System of Logic, Ratiocinative and Inductive*. Longmans Green Reader and Dyer.
- Adam Przeworski and Henry Teune. 1970. *The Logic of Comparative Social Inquiry*. John Wiley.
- Arend Lijphart. 1971. Comparative Politics and Comparative Method. *American Political Science Review*, 65(3), 682-693.
- Harry Eckstein. 1975. Case Study and Theory in Political Science. In: Fred Greenstein and Nelson Polsby, eds., *Handbook of Political Science*, Volume 7 (pp. 79-137). Addison-Wesley.
- Charles Ragin. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. University of California Press.
- John Gerring. 2007. *Case Study Research: Principles and Practices*. Cambridge University Press.

Fall Break (October 22, 2025)

PART II: LONG-STANDING THEMES OF COMPARATIVE POLITICS

Week 8 (October 29, 2025) – Emergence and Transformation of the State

Required readings (ca. 220 pages):

- Charles Tilly. 1990. *Coercion, Capital and European States, AD 990-1990*. Basil Blackwell. Chapters 1-2 (pp. 1-66)
- Hendrik Spruyt. 1996. *The Sovereign State and Its Competitors*. Princeton University Press. Introduction, Chapters 1-3, 8 (pp. 11-57, 153-180)
- Atul Kohli. 2004. *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge University Press. Introduction and Conclusion (pp. 1-24, 367-425)

Supplementary readings:

- Terry Lynn Karl. 1997. *The Paradox of Plenty: Oil Booms and Petro States*. University of California Press.
- James C. Scott. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. Yale University Press.
- Joel S. Migdal. 2001. *State in Society: Studying How States and Societies Transform and Constitute One Another*. Cambridge University Press.
- Bob Jessop. 2016. *The State: Past, Present, Future*. Polity Press.
- *Sven Steinmo. 2010. *The Evolution of Modern States: Sweden, Japan, and the United States*. Cambridge University Press.
- *Jeffrey Herbst. 2015. *States and Power in Africa: Comparative Lessons in Authority and Control*, 2nd edition. Princeton University Press.
- *Arjun Chowdhury. 2018. *The Myth of International Order: Why Weak States Persist and Alternatives to the State Fade Away*. Oxford University Press.

Week 9 (November 5, 2025) – Modernization and Development

Required readings (ca. 175 pages):

- Walt Whitman Rostow. 1971. *The Stages of Economic Growth: A Non-Communist Manifesto*, 2nd edition. Cambridge University Press. Chapters 1-2 (pp. 1-16)
- Seymour Martin Lipset. 1959. Some Social Requisites of Democracy. *American Political Science Review*, 53(1), 69-105.
- Samuel P. Huntington. 1965. Political Development and Political Decay. *World Politics*, 17(3), 386-430.
- J. Samuel Valenzuela and Arturo Valenzuela. 1978. Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment. *Comparative Politics*, 10(4), 535-557.
- André Gunder Frank. 1970. The Development of Underdevelopment. In: Robert I. Rhodes, ed., *Imperialism and Underdevelopment: A Reader* (pp. 4-17). Monthly Review Press.
- Adam Przeworski and Fernando Limongi. 1997. Modernization: Theories and Facts. *World Politics*, 49(2), 155-183.

Supplementary readings:

- Fernando Henrique Cardoso and Enzo Faletto. 1979. *Dependency and Development in Latin America*. University of California Press.
- Dietrich Rueschemeyer, Evelyn Huber Stephens, and John D. Stephens. 1992. *Capitalist Development and Democracy*. University of Chicago Press.
- Arturo Escobar. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- Adam Przeworski, Michael E. Alvarez, Jose Antonio Cheibub, and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. Cambridge University Press.
- *Robert H. Bates. 2008. *When Things Fell Apart: State Failure in Late-century Africa*. Cambridge University Press.
- *Daron Acemoglu and James A. Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Currency Press.
- *Ben Ansell and David Samuels. 2014. *Inequality and Democratization: An Elite-Competition Approach*. Cambridge University Press.

Week 10 (November 12, 2025) – Transformations from Authoritarian Rule

Required readings (ca. 220 pages):

- Jennifer Gandhi. 2008. *Political Institutions under Dictatorship*. Cambridge University Press. Chapter 1 (pp. 1-41)
- Guillermo O'Donnell and Philippe C. Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Johns Hopkins University Press. Chapters 1-7 (pp. 3-72)
- Barbara Geddes. 1999. What Do We Know About Democratization After Twenty Years? *Annual Review of Political Science*, 2, 115-144.
- Steven Levitsky and Lucan A. Way. 2002. The Rise of Competitive Authoritarianism. *Journal of Democracy*, 13(2), 51-65.
- Daron Acemoglu and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge University Press. Chapters 1-2, 11 (pp.1-47, 349-360)
- Adam Przeworski. 2022. Formal Models of Authoritarian Regimes: A Critique. *Perspectives on Politics*, 21(3), 979-988.

Supplementary readings:

- Theodore W. Adorno, Else Frenkel-Brunswik, Daniel Levinson, and Nevitt Sanford. 2019 [1950]. *The Authoritarian Personality*. Verso.
- Juan Linz and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation*. Johns Hopkins University Press.
- Juan Linz. 2000. *Totalitarian and Authoritarian Regimes*. Lynne Rienner.
- Carles Boix. 2003. *Democracy and Redistribution*. Cambridge University Press.
- *Tatu Vanhanen. 2003. *Democratization: A Comparative Analysis of 170 Countries*. Routledge.
- Steven Levitsky and Lucan A. Way. 2010. *Competitive Authoritarianism: Hybrid Regimes After the Cold War*. Cambridge University Press.

- *Milan W. Svolik. 2012. *The Politics of Authoritarian Rule*. Cambridge University Press.
- *Lisa Wedeen. 2019. *Authoritarian Apprehensions: Ideology, Judgment, and Mourning in Syria*. University of Chicago Press.

Week 11 (November 19, 2025) – Political Competition in Democracies

Required readings (ca. 220 pages):

- Arend Lijphart. 1989. Democratic Political Systems: Types, Cases, Causes, and Consequences. *Journal of Theoretical Politics*, 1(1), 33-48.
- David Truman. 1951. *The Governmental Process: Political Interests and Public Opinion*. Knopf. Chapter 16 (pp. 501-535)
- C. Wright Mills. 2000 [1956]. *The Power Elite*. Oxford University Press. Chapters 11-13 (pp. 242-324)
- Seymour Martin Lipset and Stein Rokkan. 1967. *Party Systems and Voter Alignments*. Free Press. pp. 1-64
- Liesbet Hooghe and Gary Marks. 2018. Cleavage Theory Meets Europe's Crises: Lipset, Rokkan, and the Transnational Cleavage. *Journal of European Public Policy*, 25(1), 109-135.

Supplementary readings:

- Carole Pateman. 1970. *Participation and Democratic Theory*. Cambridge University Press.
- Robert Dahl. 1971. *Polyarchy*. Yale University Press.
- Philippe Schmitter. 1974. Still the Century of Corporatism? *Review of Politics*, 36(1), 85-131.
- Giovanni Sartori. 1976. *Parties and Party Systems: A Framework for Analysis*. Cambridge University Press.
- Linz, Juan, and Arturo Valenzuela, eds. 1994. *The Failure of Presidential Democracy: Comparative Perspectives*. Johns Hopkins University Press.
- Matthew Shugart and John Carey. 1995. *Presidents and Assemblies: Constitutional Design and Electoral Dynamics*. Cambridge University Press.
- *José Antonio Cheibub. 2006. *Presidentialism, Parliamentarism, and Democracy*. Cambridge University Press.
- *Pippa Norris. 2008. *Driving Democracy: Do Power-Sharing Institutions Work?* Cambridge University Press.
- *Stokes, Susan, Thad Dunning, Marcelo Nazareno, and Valeria Brusco. 2013. *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics*. Cambridge University Press.

Week 12 (November 26, 2025) – Culture and the Construction of Identities

Required readings (ca. 220 pages):

- Clifford Geertz. 1973. *The Interpretation of Cultures*. Basic Book. Chapters 1+15 (pp. 3-30, 412-453)
- Samuel P. Huntington. 1993. The Clash of Civilizations? *Foreign Affairs*, 72(3), 22-49.
- Lisa Wedeen. 2002. Conceptualizing Culture: Possibilities for Political Science. *American Political Science Review*, 96(4), 713-728.

- Benedict Anderson. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. Chapters 1-3 (pp. 1-46)
- Liah Greenfeld. 1996. Nationalism and Modernity. *Social Research*, 63(1), 3-40.
- Anthony W. Marx. 1996. Race-Making and the Nation-State. *World Politics*, 48(2), 180-208.

Supplementary readings:

- Ernest Gellner. 1983. *Nations and Nationalism*. Cornell University Press.
- Eric Hobsbawm. 1990. *Nations and Nationalism since the 1780s: Programme, Myth, Reality*. Cambridge University Press.
- *Partha Chatterjee. 1993. *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.
- *Lisa Wedeen. 2008. *Peripheral Visions: Publics, Power, and Performance in Yemen*. University of Chicago Press.
- *Anna M. Grzymała-Busse. 2015. *Nations under God: How Churches Use Moral Authority to Influence Policy*. Princeton University Press.

Week 13 (December 3, 2025) – Concluding Discussion: Do Classics of Comparative Politics Help Us Make Sense of Current Political Challenges?

Required readings (ca. 160 pages):

- Dani Rodrik. 2021. Why Does Globalization Fuel Populism? Economics, Culture, and the Rise of Right-Wing Populism. *Annual Review of Economics*, 13, 133-170.
- Pippa Norris and Ronald Inglehart. 2019. *Cultural Backlash: Trump, Brexit, and Authoritarian Populism*. Cambridge University Press. Chapters 12-13 (pp. 409-470)
- Steven Levitsky and Daniel Ziblatt. 2018. *How Democracies Die*. Broadway Books. Introduction, Chapters 1+9 (pp. 1-32, 204-231)

Supplementary readings:

- *Adam Przeworski. 2019. *Crises of Democracy*. Cambridge University Press.
- *Barbara F. Walter. 2022. *How Civil Wars Start and How to Stop Them*. Penguin.
- *Yasha Mounk. 2022. *The Great Experiment: Why Diverse Democracies Fall Apart and How They Can Endure*. Penguin.

Political Science Course Outline Appendix

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:

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

Academic consideration for medical or other extenuating

circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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 accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC)

at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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 [click here](#).

Academic Accommodations for Students with Disabilities: 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, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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).

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 its 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: <https://carleton.ca/equity/sexual-assault-support-services>.

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)

Registrar's Office (3500)

Centre for Student Academic Success (3822)

Academic Advising Centre (7850)

Paul Menton Centre (6608)

Career Services (6611)

B640 Loeb

300 Tory

4th floor Library

302 Tory

501 Nideyinàn

401 Tory