PSCI 6105F
Comparative Politics
Mondays 14:35-17:25
Please confirm location on Carleton Central

Instructor: Jeremy Paltiel
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Office: Loeb C 662
Office hours: Monday 12:30-14:30; Tu 9:30-11:30 or by appointment
E-mail: Jeremy.Paltiel@carleton.ca

Course description:
This course, together with PSCI 6106W, constitutes one of the core courses in comparative politics at the doctoral level in the Department of Political Science. The main goal of the course is to assist students in the Ph.D. program in Political Science in preparing for their comprehensive examinations in the subfield. This course focuses on exploring key texts in comparative politics, some of which are considered particularly influential or controversial; learning about basic questions of method in comparative politics research; and examining key debates that helped to shape the evolution of the subfield of comparative politics. As such, PSCI 6105 focusses on “classic” themes in comparative politics (students who enrol in the winter term course PSCI 6106W will further explore key themes and recent debates in comparative politics). The primary emphasis in 6105F is on developing a comprehensive and critical understanding of a broad range of literature, within the context of the evolution of the discipline of political science. Although course readings refer to a broad variety of countries and methodological issues, there is no systematic examination of empirical case studies in the course.

Since the purpose of the course is to contribute to students’ grounding in theories and approaches in comparative politics, the reading load is substantial and all students are expected to work intensively in groups. Students are required to come to each class prepared to discuss actively and in depth all of the assigned readings for that particular class. Students are expected to show initiative in identifying and contrasting the approaches in the readings, and to demonstrate understanding of these approaches in their course assignments and presentations. Written assignments focus on analysis and critique of the literature, rather than on detailed research on specialized topics.
Readings:
Assigned readings have been placed on reserve in McOdrum Library or are available through the on-line catalogue. All readings listed below are required unless otherwise indicated. Two books can be ordered as a guide to the concepts and debates in the field

Carles Boix and Susan Stokes, The Oxford Handbook of Comparative Politics (Oxford 2009).


Course requirements:

Students will be evaluated on the basis of the following requirements:
Preparation of four (4) 1-2 pp. short reaction pieces on the weekly readings $4 \times 5 = 20\%$
Preparation and oral presentation of two short papers: $2 \times 15\% = 30\%$
One longer analytical paper (Due December 10) = 40\%
Class participation (10%)$

- Students will prepare weekly reaction pieces of 1-2 pp (MAXIMUM) consisting of their reaction to the week’s readings. You should do a reaction piece even if you have not completed ALL the readings. Each week’s paper is due by the day before class (Sundays). These short reaction papers are not formal essays. They are a written reaction to all or a portion of the readings that assist the professor in stimulating class discussion by identifying contrasting viewpoints. They are also an incentive to keep up with readings. On the day of the student’s own assigned presentation you are exempted from this requirement and will instead hand in a 5-7 pp. at the end of class. Four of the short reaction pieces will receive grades. (every paper submitted by Monday a.m. will receive 4 or 5; try to integrate across readings.) Therefore students may choose not to write a piece every other week. All SHORT reaction pieces papers may be submitted by email.

- Students will prepare two short papers (5-7 typed, double-spaced pages each) during the term, each of which will provide a critical and analytical discussion of the assigned readings for a particular week in the course. These are not research papers. No citations beyond the weekly readings are required or expected. These essays should integrate and contrast themes in the respective readings: they should NOT simply be descriptive summaries. Essays should answer a specific question about the literature under discussion: the instructor will periodically provide suggested questions for discussion. Class presentations, based on one week’s reading will be allocated at the first meeting. Presentations should be no longer than 10-15 minutes. They should keep summary to a minimum, concentrating instead on the concepts, problems, claims, issues etc, raised by the readings. Presenters should raise questions for seminar discussions. For the topics they choose, students are required to prepare their paper in advance of the course session in question, and to submit it to the instructor on the day of the scheduled oral presentation. In the presentation, the student should summarize the paper rather than read it aloud. Of the 15% of the grade assigned for each short paper, one third (5%) will be based on the oral presentation. The instructor will prepare a list of student presentations by the second or third week of class. Papers written for the course should have a clear focus of analysis and develop an argument directed towards the readings and literature. Each formal paper must address a different topic and discuss the assigned (including supplementary) readings for the course. Papers should be typed, double-spaced and submitted in hard copy. These are due the day of the presentation, with the exception of the first two weeks (September 11, 18, 25) Early volunteers receive one week’s grace – presentations on September 18 due September 25
Depending on the enrolment, the class will occasionally divide for group discussions. For certain weeks the recommended readings will be divided among groups. Summaries or discussion papers may be shared among classmates.

The longer analytical paper should be approximately 12-15 pages. This is a research paper. Students should submit a short outline by email stating the choice of topic by November 6. Students may go beyond the listed readings for research. In this assignment students are expected to do one of the following: a) apply the theory of one of the course topics to a particular country or region, b) integrate and discuss the readings on theory for two of the course themes; (this may not duplicate the students critical review and presentation topic) or c) provide an exhaustive and detailed critique of a particular course topic, going beyond the assigned readings to incorporate additional supplementary literature. The paper is due the last class, December 8.

Class participation: Attendance is compulsory. Students are required to read the assigned readings in advance of each class, and to be prepared to discuss the readings similarities, differences, strengths, and weaknesses. Students are encouraged to work in groups. Occasionally group work will take place during class time should the size of the class warrant this.

Key Questions to answer in the course of reading:

1. What is the historical background to the emergence of comparative politics as a field of inquiry?
2. What enduring questions raised in the formative years of political sociology continue to influence the development of comparative politics today?
3. How did the emergence of the modern state as an object of inquiry during 19th Century Europe influenced the application of political science to the rest of the world?
4. What factors contributed to the erosion of confidence in developing a “scientific” understanding of politics and the state?
5. What is the politics of comparative politics and what methods are used today to uncover the political underpinnings of different political science outlooks?

Class Outline:

Week I (September 11) Overview and debate on evolution of Comparative politics


*Recommended supplementary reading:

Week II (September 18) Early and classic comparative pols texts and significance

Oxford Handbook, part I

**Recommended supplementary reading:**


**Week III September 25, Methods of comparison**

1) *Oxford Handbook*, Part II

**Recommended Supplementary reading:**

Week IV October 2 What is Compared? Part I Social Structures—the Political Economy


Recommended Supplementary Reading:

OCTOBER 9 NO CLASS THANKSGIVING

Week V October 16 What is Compared II? Social Structures—Pluralism, Interest Groups, Elite Theory and Social Movements


Recommended Supplementary Reading:
**OCTOBER 23 NO CLASS FALL READING WEEK**

**Week VI October 30**  What is Compared III?  Global North vs. Global South: “Modernization,” and Development Theories


**Recommended Supplementary Readings:**

**Week VII November 6** What is Compared IV?  What is the Relationship of Culture to Politics?  How do Individuals create their Own Opportunities?

2) Ruth Lane, “Political Culture: Residual Category or General Theory?” *Comparative Political Studies*, 25, 3 (October 1992): 362-87.
**Recommended Supplementary Reading:**

**Week VIII November 13 State-centered approaches & “Institutionalisms”**
2) Alfred Stepan, *Arguing Comparative Politics* (London: Oxford, 2001), Parts 1, 2
3) James Mahoney and Kathleen Thelen, eds., *Explaining Institutional Change: Ambiguity, Agency and Power* (Cambridge, UK: Cambridge University Press, 2010), Ch. 1
4) Mona Lena Krook and Fiona Mackay, eds., *Gender, Politics and Institutions: Towards a Feminist Institutionalism* (London: Palgrave, 2011) Ch. 1

**Recommended Supplementary Reading:**

**Week IX November 20 Institutional Patterns of Democracy**
2) Boix and Stokes, parts 3, 4.

**Recommended Supplementary Readings:**


**Week X November 27 Participation in Democratic Systems**


3) Boix and Stokes, eds., Parts 5-7


**Recommended Supplementary Readings:**


**Week XI December 4 Nationalism, Modernity and State Structure**


Recommended Supplementary Readings:


Week XII (Make up for Thanksgiving) December 8  Contemporary Forms of the Welfare State


Recommended Supplementary Readings:


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:

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<th>Percentage</th>
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<td>67-69</td>
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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.