

Carleton University
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 2101A
Comparative Politics of the Global North
Fall 2022, Friday 8:35- 10:25am
Please confirm location on Carleton Central

Instructor: Akaysha Humniski
Office: TBA
Office hours: Friday 10:45am-12:00pm or by appointment
E-mail: akayshahumniski@carleton.ca

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 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, legislatures, elections, political parties, and institutionalism. The third will explore the themes of political culture looking into the intersections between ideologies and identities and the processes of the state and social movements. The course is delivered through weekly lectures and supplemented by teaching assistant-led seminar groups, in which students will have the opportunity to discuss course material.

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:

All reading materials are available through the library's electronic resources or on the course webpage (Brightspace). There is no textbook for this course.

Course Requirements:

Critical Review Essay **15%**; Q&A Assignment **10%**; Midterm Examination **20%**; Research Paper Outline **10%**; Final Research Paper **25%**; Tutorial Participation **20%**. **Total: 100%**.

Students must complete all course requirements to obtain a final grade.

Respect in the Classroom:

The promotion of equitable participation and respect for diversity in the classroom are key priorities of this course. I will gladly honour your request to address you by an alternate name or gender pronoun, please let me know and I can alter my records.

In order to foster an environment of open and inclusive discussion in the classroom, please listen to your peers while they are speaking, respond respectfully, and address your classmates by their preferred name and gender pronoun during class discussions.

Late Penalties and Extensions:

All assignments should be uploaded to Brightspace by 11:59pm on the due date and they must be uploaded in an accessible format (doc, docx, pdf, etc.). Extensions on assignments will be granted at the instructor's discretion and must be acquired in advance of the due date to avoid 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

Critical Review Essay (15%) DUE October 7th

Students will complete one 1000 word critical review of an assigned or recommended reading for the course using complete references and citations. This paper should a) summarize the key themes of the reading and b) engage in critical analysis. Students are not required to use external sources and are encouraged to substantiate their own position. Due October 7th, 2022.

Question and Answer Assignment (5+5= 10%) Questions DUE October 19th & Forum DUE October 31st

Students will submit questions relating to the readings in advance of the class, discuss these questions during the guest lecture, and then engage in a forum discussion on Brightspace.

Questions (5%) DUE October 19th: Students will first submit **3** discussion questions based on the assigned readings for **Week 7** and the guest lecture theme of democratic institutions. These questions must be submitted by 11:59pm to the corresponding dropbox on the Wednesday prior to the class on which they focus. These questions should draw on the assigned readings, course materials, and can also draw from media or news sources. **Forum Participation (5%) DUE October 31st:** Students will then discuss the questions with the guest lecturer and participate in a discussion forum on Brightspace in lieu of a tutorial. Students must post **twice** for full marks (5%) in participation including at least one post responding to a question and one post engaging with

another submission (ex. further discussions, questions/clarifications, respectful debate). The forum will open during the guest lecture on October 21st and close on October 31st, 2022.

Midterm Exam (20%) OPEN November 11th DUE November 13th

Students will complete a midterm examination on course material drawing from the first 9 weeks of the course. It will make use multiple choice, short answer, and long answer questions and take place on Brightspace. Students may initiate the midterm only once and they will have a time frame within which to complete the midterm once it is initiated. The midterm will become open during the class time on November 11th and students will have **48 hours** within which to initiate the midterm from time of posting, after which submissions will no longer be accepted. The midterm is due on November 13th, 2022.

Research Paper Outline (10%) DUE November 18th

Students will complete an outline of their projected final comparative research paper, wherein they provide a research question, thesis statement, an outline of the body of the paper, as well as a sample bibliography. Students may choose from a list of topics provided on Brightspace 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. Due on November 18th and will be returned no later than November 25th, 2022.

Final Comparative Research Paper (25%) DUE December 9th

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 Brightspace 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. Due on December 9th, 2022.

Tutorial Attendance and Participation (20%)

Students are expected to attend (10%) the tutorials and be prepared to discuss (10%) the course content (lecture and reading materials) with their peers and the TA. The tutorial is space where they will also be able to explore the themes of the course, engage in dialogue, and ask questions. Students are encouraged to attend all tutorials and they must participate in tutorial discussions for full marks.

Week 1 (September 9th) Overview of the Course and the Evolution of Comparative Politics

Required Readings

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

Recommended Readings

Blyth, Mark. 2006. "Great Punctuations: Prediction, Randomness, and the Evolution of Comparative Political Science." *The American Political Science Review*, 100(4), 493–498.

Week 2 (September 16th) Introduction to the Comparative Method

Required Readings

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

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

Recommended Readings

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

Week 3 (September 23rd) The State

Required Readings

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

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

Recommended Readings

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

Walby, Sylvia. 2003. "The Myth of the Nation-State: Theorizing Society and Politics in a Global Era." *Sociology*, 37(3): 529-46.

Week 4 (September 30th) The Welfare State and Political Economy

Required Readings

Esping-Andersen, Gøsta. 2015 "Welfare Regimes and Social Stratification." *Journal of European social policy* 25(1): 124-134.

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

Recommended Readings

Karamessini, M., and J. Rubery. 2014. "The Challenge of Austerity for Equality: A Consideration of Eight European Countries in the Crisis." *Revue de l'OFCE* 133: 15-39.

Orsini, Michael. 2012 "Autism, Neurodiversity and the Welfare State: The Challenges of Accommodating Neurological Difference." *Canadian journal of political science* 45(4): 805-827.

Week 5 (October 7th) Democracy, Democratization, and Modernization (Critical Review DUE)

Required Readings

Dahl, Robert. A. 1971. "Democratization and Public Opposition." In *Polyarchy; Participation and Opposition*. New Haven: Yale University Press. 1-16.

Inglehart, Ronald. F. 2016. "How Much Should We Worry?" *Journal of Democracy*, 27(3), 18-23.

Recommended Readings

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

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

Week 6 (October 14th) Political Parties and Structures of Representation

Required Readings

Karp, Jeffery A. 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.

Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *The Journal of Politics*, 61(3): 628–57.

Recommended Readings

Pruysers, Scott, and Julie Blais. 2019. "Narcissistic Women and Cash-Strapped Men: Who Can Be Encouraged to Consider Running for Political Office, and Who Should Do the Encouraging?" *Political research quarterly* 72(1): 229–242.

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

Week 7 (October 21st) Democratic Institutions and New Institutionalisms (No Tutorials) Guest Lecture Louise Cockram (PhD. Candidate) (Q&A Forum OPEN)

Required Readings

Docherty, David C. 2012. "Imperfect Legislatures." In Lenard, & Simeon, R. eds. *Imperfect Democracies: The Democratic Deficit in Canada and the United States*. UBC Press. 181-203.

Hall, Peter. and Rosemary C.R. Taylor 1996. "Political Science and the Three New Institutionalisms". *Political Studies*, 44(5): 936–957.

Recommended Readings

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

Blyth, Mark M. 1997. Review of "Any More Bright Ideas?" *The Ideational Turn of Comparative Political Economy*, by Judith Goldstein, Robert Keohane, and Kathryn Sikkink. *Comparative Politics* 29(2): 229–50.

Week 8 (October 28th) READING BREAK NO CLASS

Week 9 (November 4th) Revolutions, Populism, and Democratic Breakdown

Required Readings

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

Lombardo, Emanuela., Johanna Kantola, and Ruth Rubio-Marin. 2021. "De-Democratization and Opposition to Gender Equality Politics in Europe," *Social Politics: International Studies in Gender, State, and Society*, 28(3): 521–531.

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

Recommended Readings

Lachapelle, J., Levitsky, S., Way, L., & Casey, A. 2020. "Social Revolution and Authoritarian Durability." *World Politics*, 72(4), 557-600.

Brubaker, Rogers. 2017. "Between Nationalism and Civilizationism: The European Populist Moment in Comparative Perspective." *Ethnic and Racial Studies* 40(8): 1191-1226.

Week 10 (November 11th) MIDTERM OPEN (No Tutorials)

Week 11 (November 18th) Political Contention, Activism, and Social Movements (Comparative Research Paper Outline DUE)

Required Readings

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

Stienstra, Deborah. 2020. "Troubling Activisms: Canada and Transnational Disability Activism." In *Global Perspectives on Disability Activism and Advocacy*. 1st ed. Routledge: 298–314.

Recommended Readings

Andrée, Peter, Jill K. Clark, Charles Z. Levkoe and Kristen Lowitt. 2019. "Introduction-traversing theory and practice: Social movement engagement in food systems governance for

sustainability, justice, and democracy.” In Andrée, P., Clark, J. K., & Levkoe, C. Z eds. *Civil Society and Social Movements in Food System Governance*. Routledge. 1-18.

Van der Vleuten, Anna. 2005. “Pincers and prestige: Explaining the implementation of EU gender equality legislation.” *Comparative European Politics*, 3(4): 464-488.

Week 12 (November 25th) Decolonialism, Nationalism, and Citizenship

Required Readings

Coulthard, Glen. 2007. “Subjects of Empire: Indigenous Peoples and the ‘Politics of Recognition’ in Canada.” *Contemporary Political Theory*, 6, pp. 437–460.

Anderson, Benedict. 2001. "Western Nationalism and Eastern Nationalism." *New Left Review* 9: 31-42.

Recommended Readings

Hindess, B. 2002. “Neo-liberal Citizenship.” *Citizenship Studies*, 6(2), 127–143.

Orloff, Ann Shola. 1993. “Gender and Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States.” *American Sociological Review* 58(3): 303-328.

Week 13 (December 2nd) Identity and Ideology in Modern Politics

Required Readings

Dhamoon, Rita Kaur. 2021 “Relational Othering: Critiquing Dominance, Critiquing the Margins.” *Politics, groups & identities* 9(5).

Klandermans, Paul. G. 2014. “Identity Politics and Politicized Identities: Identity Processes and the Dynamics of Protest.” *Political Psychology*, 35(1), 1–22.

Recommended Readings

Baldi, Giorgia. 2018. “Re-Conceptualizing Equality in the Work Place: A Reading of the Latest CJEU’s Opinions over the Practice of Veiling.” *Oxford Journal of Law and Religion* 7 (2): 296–31.

Final Comparative Research Paper DUE December 9th

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being

vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

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

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

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

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

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

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more

information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Plagiarism

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

Examples of plagiarism include, but are not limited to:

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

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

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

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). 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 and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s). As such, no audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, is permitted without the instructor's prior permission.

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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