

Carleton University  
Department of Political Science

Fall 2012

PSCI 2101A  
Comparative Politics of the Global North  
Monday 8:35-10:25 a.m.  
Please confirm location on Carleton Central

Professor: Andrea Chandler  
Office: Loeb D691  
Office Hours: Monday 11:00 a.m.-1:00 p.m., Thursday 12:00-2:00 p.m. or by  
appointment  
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### Course Description:

In comparative politics, we examine how political processes work within states, and why political changes occur within societies. We are interested primarily in domestic (internal) politics, and we seek to explain the similarities and differences between particular countries. In this course, we focus in particular on the states of the world's North, primarily in Europe and North America. However, the course will consider issues arising from other parts of the world where relevant: the boundaries between "North" and "South" are in continual flux. Traditionally, comparative politics has focussed primarily on political systems, with a strong emphasis on the role of state institutions. However, as in all fields of political science, we must be attentive to the increased role of globalization. Comparative politics is continually redefining itself in response to unexpected events in the world (the Arab Spring is a good example of a recent event that has shaped our understanding of political change).

Comparative politics is a rich, complex and changing field of political science. Rather than to attempt to cover all countries and concepts, the instructor's approach is to focus on selected questions and problems, and to introduce concepts, terms and examples through the course of examining those questions. Assigned readings include a mix of textbook chapters and short articles: the textbook provides a solid grounding in key concepts, while journal articles are chosen to highlight a key debate or to explore examples of particular political problems. Case studies will be used as an aid to provide a bridge between lecture content and research skills. Students are encouraged to explore further the details of particular countries and events in their own written assignments and in supplementary reading.

This course has the following goals: 1) to introduce students to major concepts, debates and approaches in comparative politics, 2) to illustrate political problems using selected case studies of countries and events, 3) to convey a sense of the diversity and complexity of politics, 4) to encourage students to develop sophisticated individual research strategies, through critical reading, discussion of research methods and sources, and work on a sustained research paper. Lectures will focus on concepts, debates and

case studies; discussion sections will allow students to discuss the readings in more depth, to practice writing, and to consider the value of diverse research approaches.

### Course Readings:

The course readings include the textbook (in the University Bookstore) as well as additional required readings which have been placed on reserve in McOdrum Library. All readings listed are required unless otherwise specified. The course textbook is: John T. Ishiyama, *Comparative Politics: Principles of Democracy and Democratization* Malden, MA: Wiley-Blackwell, 2012.

**\* (Note: the textbook is a source of assigned readings. The instructor does not use for course purposes ANY online resources that may accompany this textbook).**

### cuLearn:

Many of the course materials, including course outline and case studies, will be available on cuLearn, which is Carleton University's online learning tool. You can log into cuLearn by clicking the designated button found in the top right of Carleton University's homepage ([www.carleton.ca](http://www.carleton.ca)), or by going to the cuLearn Website at [www.carleton.ca/cuLearn](http://www.carleton.ca/cuLearn)

### Course Requirements:

An explanation of each component follows the list of course requirements.

15% Attendance and participation in discussion sections, to be held weekly. The mark for this component of the course will be based on attendance and participation for discussion sessions from September 24 to December 3 inclusive. Students attend the discussion group in which they registered. Check Carleton Central for the correct section, time and place.

15% Midterm test, in class, October 15.

20% first case study written assignment due October 29, based on one of case studies #1-5, to be submitted online at **cuLearn** according to instructions below.

20% second case study written assignment due November 26, based on one of case studies #6-10, to be submitted online at **cuLearn** according to instructions below.

30% final examination (in the scheduled examination period, December 6-19)

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### **Total 100%**

Attendance and participation: Students are required to attend weekly discussion groups with a teaching assistant (TA) once the groups have been organized early in the fall term. TAs will record attendance, and students are expected to come to discussion groups prepared to discuss the readings, as well as any discussion questions posted on **cuLearn** in advance. Discussion group activities may include group work and/or in-class written assignments. Attendance and participation will be given equal weight in marking: a student who attends every discussion group, but does not participate actively, can expect to receive a mark of 7.5/15 for this component.

Midterm Test: October 15. The test will be multiple choice and will be based on material from lectures, readings, and discussion groups held up to and including October 1. Students will have one hour (sixty minutes) to complete the test. University examination regulations will apply; for example, students may not refer to books, notes or other materials during the test; must put laptops and computers under their desks for the duration of the exam; and must bring ID to the test. University examination rules can be found online at <http://www5.carleton.ca/exams/rules-and-procedures/>

Case study written assignments:

Each week from week 1 to week 11 (except for week 5), a short case study with a question for discussion will be posted to **cuLearn** approximately one week before class. Students are expected to read these case studies in advance of the class for which they are assigned (with the exception of the first day of class, when we will examine the first case study at the lecture). Students will write two assignments, one each on a different case study of their choice among the ten case studies to be considered. The first paper is due October 29; the second is due November 26. Assignments are to be submitted online at CuLearn as a pdf, or in Word 2003 or 2007. The requirements for each case study assignment are as follows:

- The written assignment must be brief: maximum 750 words. (Given the brevity of the assignment, you are advised to avoid elaborate introductions and conclusions). *The assignment is **NOT** a five-paragraph essay, but an exercise in formulating arguments, writing concisely, and analyzing evidence.*)
- The first case study assignment must be based on one of Case studies #1-5; the second assignment must be based on one of Case studies #6-10.
- The paper must include: a) a brief hypothesis in response to the question posed at the end of the case study b) at least three specific pieces of evidence that could prove or disprove the hypothesis, c) an alternative hypothesis on the question and a comment on its relevance in light of the evidence found d) a brief discussion of one or more countries that would be relevant to future research on the topic, explaining why that country is relevant.
- The assignment must be written in prose, in complete sentences and paragraphs. It should flow cohesively as a single document, rather than as an assembly of separate components. See additional requirements for written work below.
- In addition to the 750 words, students will attach a bibliography to include at least five peer-reviewed or primary sources (and other sources, if used) to indicate the references used in the paper.

Students who wish a chance to improve their mark on the first paper will be permitted to re-write and re-submit the assignment by December 3, provided that they revise their original assignment on the original topic, and submit it **directly to the professor** in a hard copy in person **on or before the deadline**. The title page of the paper must clearly indicate that it is a revised version of the first paper. If the submitted new version of the first assignment is on a different topic than the original assignment, then the original mark on the original paper will stand. If a student revises and re-submits his/her original paper, then the mark on the revised paper will be the one that counts towards the final mark even if that mark is lower than the original version.

Final Examination: will cover all course material, including all readings and lectures, and take place in the regularly scheduled exam period (December 6-19).

### **CONSULTATIONS WITH THE PROFESSOR**

*The professor holds scheduled office hours that are specifically dedicated to answering questions from students. Students are encouraged to come to these office hours. When students have questions related to the course material, the content of assignments, and research strategies, it is useful to discuss those questions in person with the professor or the teaching assistant. Do not hesitate to ask for help in finding research sources, or to ask further questions about material covered in course lectures. Students may also contact the professor to make an appointment for a meeting time outside of office hours. Students can use e-mail to contact the professor; e-mail communication works best for brief exchanges of factual information. The instructor normally replies to e-mail messages within 1-2 days, Monday through Friday. Students are expected to use CuLearn regularly for course purposes, and are encouraged to check CuLearn before class for possible announcements.*

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### **STATEMENT ON WRITTEN WORK**

*All written assignments should answer a specific question and make a clear argument, providing facts and evidence to back up statements made. Papers should analyze, rather than describe, the issues and events discussed. Papers should use footnotes, endnotes or parenthetical references as appropriate to acknowledge sources consulted, and provide a complete bibliography. Footnotes should be complete and accurate, inserted into the text of your paper as appropriate whenever you have referred to someone else's idea, argument, or research. Any time you quote directly from a source, the citation should be indicated in quotation marks and footnoted. Quotations from secondary sources are to be avoided, as are quotations of more than fifty words in length from any one source. \*\*\* If you are unsure about how to use footnotes or endnotes, please see the professor or your TA for advice. Students who do not write the final examination, but whose term work is otherwise complete and satisfactory, will receive a grade of ABS.*

### **LATE PAPERS**

*Papers are expected to be submitted on time. When papers are submitted on time, it facilitates prompt marking which benefits your fellow students. Extensions for written assignments will be considered only for family emergencies and for documented medical reasons. Marks will be deducted for lateness, and the university schedule establishes a final deadline of December 3 for all assignments. Please submit papers according to the instructions specified for that assignment.*

### **SCHEDULE OF COURSE LECTURES AND DISCUSSIONS:**

Week 1 (September 10) Introduction; Case Study 1Week 2 (September 17) Concepts and Categories in Comparative Politics;

Required reading: Case Study 2  
 Ishiyama, chapter 1.  
 Philippe C. Schmitter and Terry Lynn Karl, "What Democracy is... and is Not,"  
*Journal of Democracy*, vol. 2, no. 3, summer 1991, pp. 75-88.

Week 3 (September 24) Development and Modernization;

Required reading: Case Study 3  
 Ishiyama, chapter 3.  
 Ronald Inglehart, "How development leads to democracy," *Foreign Affairs*, vol.  
 88, no. 2, March-April 2009, pp. 33-48.

Week 4 (October 1) Regimes and Systems;

Required reading: Case Study 4  
 Ishiyama, chapter 2.  
 Perry Anderson, "Two Revolutions," *New Left Review*, no. 61, January-February  
 2010, pp. 59-96.

**NO CLASS OCTOBER 8 – THANKSGIVING HOLIDAY**

Week 5 (October 15) MIDTERM EXAMINATION To be held in class. The midterm  
 will start promptly at 8:35 a.m. and students have 60 minutes to write the exam. No  
 lecture today.

Week 6 (October 22) Ethnicity and Identity;

Required Reading: Case Study 5  
 Ishiyama, chapter 4.  
 Angelique Chrisafis, "Firmly Faithful to the Niqab," *The Guardian Weekly*, vol.  
 185, no. 17, 7-13 October 2011, pp. 25-7.  
 Kristin Deasy, "War Babies: the Balkans' New Lost Generation." *World Affairs*,  
 vol. 174, no. 4, November-December 2011, pp. 73-80.

Week 7 (October 29) States and Institutions;

Required Reading: Case Study 6  
 Ishiyama, chapters 7 and 8.

Week 8 (November 5) Political Parties and Civil Society

Required Reading: Case Study 7  
 Ishiyama, chapter 5.  
 Kay Lehman Schlozman, Sidney Verba and Henry E. Brady, "Weapon of the  
 Strong: Participatory Inequality and the Internet," *Perspectives on Politics*, vol. 8, no. 2,  
 June 2010, pp. 487-509.  
 Thomas H. Sander and Robert D. Putnam, "Still Bowling Alone? The 9/11 Split,"  
*Journal of Democracy*, vol. 21, no. 1, January 2010, pp. 9-16.

Week 9 (November 12) Revolution and Dramatic Change;Required Reading: Case Study 8

Ishiyama, ch. 6.

Stephan Auer, "Violence and the End of Revolution after 1989," *Thesis Eleven*, no. 97, May 2009, 6-25.Week 10 (November 19): Constitutions and Democracy;Required Reading: Case Study 9

Ishiyama, ch. 9.

Larry Diamond, "Why Democracies Survive," *Journal of Democracy*, vol. 22, no. 1, January 2011, pp. 17-30.Georgina Waylen, "A Comparative Politics of Gender: Limits and Possibilities," *Perspectives on Politics*, vol. 8, no. 1, 2010, 223-31.Week 11 (November 26) Capitalism and the Welfare State;Required Reading: Case Study 10Uri Dadush, "A Tale of Two Polities," *Current History*, vol. 110 (734) March 2011, pp. 122-4.Gøsta Esping-Andersen, "Equal Opportunities and the Welfare State," *Contexts*, vol. 6, August 2007, pp. 23-7.Amartya Sen, "Quality of Life: India vs. China," *New York Review of Books*, vol. LVIII, no. 8, May 12, 2011, pp. 44-5.Week 12 (December 3) Globalization, Multi-Level Governance and InclusionRequired Reading:Sebastian Rosato, "Europe's Troubles: Power Politics and the State of the European Project," *International Security*, vol. 35, no. 4 (spring 2011), pp. 45-86.

Ishiyama, ch. 10.

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**ACADEMIC ACCOMODATIONS:**

**For students with Disabilities:** Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **(November 9<sup>th</sup>, 2012 for December examinations and March 8<sup>th</sup>, 2013 for April examinations)**.

**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](http://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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor 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. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

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

**Grades:** Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available **ONLY** if the student is in good standing in the course.

**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.

**Connect Email Accounts:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

**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 in the after-hours academic life 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, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), 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.