

Carleton University  
Department of Political Science

Fall 2009

**PSCI 6105F**  
**Comparative Politics**  
**Monday 8:35am-11:25am**  
**Please confirm location on Carleton Central**

**Instructor:** Dr. Andrea Chandler, Professor

**Phone:** 520- 2600 extension 1418

**Office:** Loeb D691

**Office hours:** Monday, 11:30-1:30; Tuesday, 9:15-11:15 or by appointment

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**Course description:**

This course, together with PSCI 6106F, 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 certain key text readings in the theory of comparative politics, some of which are considered particularly influential or controversial; learning about basic questions of method in comparative politics research; and examining some of the key debates that have 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 6106F 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 will 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. All readings listed below are required unless otherwise indicated.

### **Course requirements:**

Students will be evaluated on the basis of the following requirements:

Preparation and oral presentation of two short papers: 2 x 20% = **40%**

One longer analytical paper (Due December 8, 2009) = **40%**.

Attendance and participation in discussion = **20%**

- 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 essays should integrate, critique and contrast themes in the respective readings: they should NOT simply be descriptive summaries. The essays should answer a specific question about the literature under discussion: the instructor will periodically provide suggested questions for discussion. 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. Students will then be expected to prepare a **brief** oral presentation to the class on their paper (5-10 minutes maximum). In the presentation, the student should **summarize** the paper rather than read it aloud. Of the 20% of the grade assigned for each short paper, one-quarter (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.
- The longer analytical paper should be approximately 12-15 pages. 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 (for example, modernization + ethnicity); c) provide an exhaustive and detailed critique of a particular course topic, going beyond the assigned readings to incorporate additional supplementary literature. Due December 8, 2009. This is a **firm** deadline; extensions will be considered only for family emergencies or documented medical reasons. **All written papers for the course should have a clear focus and concentrate on developing an analytical argument. Of the three papers assigned for the course, each must be on a different topic and each must discuss the assigned readings for the course on that topic. Papers should be typed, double-spaced and submitted directly to the professor in hard copy.**
- Class participation. Class attendance is compulsory and students are required to read the assigned readings thoroughly in advance of each class, and to be prepared to discuss in class the readings' similarities, differences, strengths, and weaknesses. Students are also expected to work in groups to explore particular questions during

class time. The instructor will provide study questions, intended to focus discussion, to students on a regular basis.

***Schedule of Course Topics and Readings:***

**PART I: ORIGINS AND EVOLUTION OF COMPARATIVE POLITICS**

**1. Introduction; current debate on the evolution of comparative politics (September 14)**

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

Mitchell Orenstein and Hans Peter Schmidt, "The New Transnationalism and Comparative Politics," *Comparative Politics*, 38, 4, 2006, pp. 479-500.

**2. Early comparative politics texts and their significance (September 21)**

- a) critique/legacy of their theories
- b) influence of their methods

Andrew C. Janos, *Politics and Paradigms: Continuing Theories of Change in Social Science*. Stanford, CA: Stanford University Press, 1986, chapters 1-2.

Max Weber, "Politics as a Vocation," "Class, Status, Party," "Bureaucracy," and "Protestant Sects and the Spirit of Capitalism." H.H. Gerth and C. Wright Mills, ed. *From Max Weber*, Oxford University Press, 1958.

Karl Marx, "Manifesto of the Communist Party," "18<sup>th</sup> Brumaire of Louis Bonaparte," "On the Jewish Question," "Theses on Feuerbach" "Grundrisse." Robert C. Tucker, ed. *The Marx-Engels Reader*, 2<sup>nd</sup> ed. London: Norton, 1978.

Antonio Gramsci, *Selections from the Prison Notebooks*. New York: International Publishers, 1971, pp. 5-14, 52-60, 147-57.

***Recommended supplementary reading:***

Reinhard Bendix, *Max Weber: an Intellectual Portrait*. New York: Anchor, 1962.

Eric J. Hobsbawm, introduction to Karl Marx and Friedrich Engels, *The Communist Manifesto: Modern Edition*. New York: Verso, 1998.

**3. Selected "classics" in comparative politics (continuing themes of Week 2) (September 28)**

Karl Polanyi, *The Great Transformation: The Political and Economic Origins of our time*. Boston: Beacon Press, 2001 edition recommended. Required: Chapters 1-3, 21; highly recommended: chapters 13, 15, 18, 19.

Barrington Moore, *Social Origins of Dictatorship and Democracy*, Boston: Beacon Press, 1966, chapters 1-2, 7-9.

Joseph Schumpeter, *Capitalism, Socialism and Democracy*. New York: Harper and Row, 1976, chapter 22 and 23.

## **Part II: BASIC CONCEPTS AND APPROACHES**

### **4. The debate over method in political science: comparisons, case studies (October 5)**

Arend Lijphart, "Comparative Politics and Comparative Method," *American Political Science Review*, vol. 65, no. 3, 1971, pp. 682-93.

Harry Eckstein, "Case Study and Theory in Political Science" in Fred Greenstein and Nelson Polsby, *Handbook of Political Science*, vol. 7, 1975, pp. 79-137.

Adam Przeworski and Henry Teune, *The Logic of Comparative Social Inquiry*, New York: John Wiley and Sons, 1970, pp. 3-46.

Barbara Geddes, "How the Cases you Choose Affect the Answers you get: Selection Bias in Comparative Politics" *Political Analysis*, 2, 1, 1990, 131-50.

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

Ted Robert Gurr, "Why Minorities Rebel: a Global Analysis of Communal Mobilization and Conflict since 1945," *International Political Science Review*, vol. 14, no. 2, 1993, 161-201.

#### **Recommended Supplementary reading:**

Douglas Dion, "Evidence and Inference in the Comparative Case Study," *Comparative Politics*, vol. 30, no. 2, January 1998, pp. 127-45.

### **5: The Debate over method: positivist and interpretive approaches (October 19)**

Robert A. Dahl, "The Behavioural Approach in Political Science: Epitaph for a Monument to a Successful Protest," *American Political Science Review*, vol. LV, no. 4, December 1961, pp. 763-72.

Gabriel A. Almond and Stephen J. Genco, "Clouds, Clocks and the Study of Politics," *World Politics*, vol. XXIX, no. 4, July 1977, pp. 489-522.

Charles Tilly, *Big Structures, Large Processes, Huge Comparisons*, New York: Russell Sage, 1984, chs. 1-4.

Edward Said, "From Orientalism," in Patrick Williams and Laura Chrisman, *Colonial Discourse and Post-Colonial Theory*, New York: Columbia University Press, 1994, pp. 132-149.

Michel Foucault, *The Archaeology of Knowledge*, London: Tavistock, 1972. Trans. A. M. Sheridan Smith, part 4.

Clifford Geertz, *The Interpretation of Cultures*, New York: Basic Books, 1973, chapters 1, 15.

***Recommended supplementary reading:***

Thomas Kuhn, *The Structure of Scientific Revolutions*, 3<sup>rd</sup> ed. Chicago, IL: University of Chicago Press, 1996.

Marc Howard Ross, "Culture and Identity in Comparative Political Analysis," and Ira Katznelson, "Structure and Configuration in Comparative Politics," in Lichbach and Zuckerman, eds. *Comparative Politics: Rationality, Culture and Structure* (1997), pp.42-112.

**6. Levels of analysis: from the "political system" to the state (October 26)**

Reinhard Bendix, "State, Legitimation and Civil Society," *Telos*, no. 86, winter 1990-91, pp. 143-52.

David Easton, *A Systems Analysis of Political Life*, Chicago: University of Chicago Press, 1965, chapters 2-3.

Samuel P. Huntington, "Political Development and Political Decay," *World Politics*, vol. 17, no. 3, April 1965, pp. 386-430.

Philippe C. Schmitter, "Still the Century of Corporatism?" *Review of Politics*, vol. 36, no. 1, January 1974, pp. 85-131.

Karen L. Remmer, "Theoretical Decay and Theoretical Development: the Resurgence of Institutional Analysis," *World Politics*, vol. 50, October 1997, pp. 34-61.

R. W. Connell, "The State, Gender and Sexual Politics: Theory and Appraisal," *Theory and Society*, vol. 19, 1990, pp. 507-44.

\*Recommended: Martin Carnoy, *The State and Political Theory*, Princeton, NJ: Princeton University Press, 1984, chapter 4.

## 7. Levels of analysis: society and culture as the basis of politics (November 2)

Gabriel A. Almond and Sidney Verba, *The Civic Culture*, Boston: Little, Brown, 1963, chapters 1, 13.

David Truman, *The Governmental Process*, New York: Knopf, 1951, chapter 16.

Leonard Binder, "Crises of Political Development," in Binder et al, *Crises and Sequences in Political Development*. Princeton, NJ: Princeton University Press, 1971.

Seymour Martin Lipset and Stein Rokkan, "Cleavage Structures, Party Systems and Voter Alignments: an Introduction," in Lipset and Rokkan, *Party Systems and Voter Alignments*, New York: Free Press, 1967, pp. 1-64.

T.H. Marshall, "Citizenship and Social Class," in Marshall and Tom Bottomore, *Citizenship and Social Class*, London: Pluto Press, 1992, pp. 3-51.

James C. Scott, *Weapons of the Weak*. New Haven, CT: Yale University Press, 1985, chapter 2.

*Recommended supplementary reading:*

Doug McAdam, Sidney Tarrow and Charles Tilly, "Toward an Integrated Perspective on Social Movements and Revolution," in Lichbach and Zuckerman, eds. *Comparative Politics: Rationality, Culture and Structure* (1997), pp. 142-173.

Ruth Lane, "Political Culture: Residual Category or General Theory?" *Comparative Political Studies*, vol 25, no. 3, October 1992, pp. 362-87.

## 8. Levels of analysis: the individual. Do leaders create politics? is politics determined by "rational choices" and self-interests? (November 9)

Harold D. Lasswell, Daniel Lerner, and C. Easton Rothwell, "The Elite Concept," in in Roy C. Macridis and Bernard E. Brown, *Comparative Politics: Notes and Readings*, Homewood, IL: Dorsey Press, 1964, pp. 43-50.

Robert H. Bates, "Governments and Agricultural Markets in Africa," in Bates, ed. *Toward a Political Economy of Development*, Berkeley: University of California Press, 1988, pp. 331-58.

Jon Elster, ed., *Rational Choice*, New York: NYU Press, 1986, introduction, pp. 1-33; chapter 7 (Samuel Popkin).

Arend Lijphart, "Consociational Democracy," *World Politics*, vol. 21, no. 2 (January 1969) pp. 207-225.

Mancur Olson, *The Logic of Collective Action*, Cambridge, MA: Harvard University Press, 1971, pp. 1-65.

Gerardo L. Munck, "Game Theory and Comparative Politics: New Perspectives and Old Concerns," *World Politics*, vol. 53, no. 2, January 2001, pp. 173-204.

**Recommended supplementary reading:**

Margaret Levi, *Of Rule and Revenue*. Berkeley: University of California Press, 1988.

Margaret Levi, "A Model, a Method and a Map: Rational Choice in Comparative and Historical Analysis," in Lichbach and Zuckerman, ed. *Comparative Politics: Rationality, Culture and Structure* (1997), pp. 19-41.

Paul Pierson, "The Limits of Design: Explaining Institutional Origins and Change," *Governance*, vol. 13, no. 4, October 2000, pp. 475-99.

**PART III: SELECTED DEBATES IN COMPARATIVE POLITICS**

**9. How do societies become "developed"? Why do some societies remain "underdeveloped"? (November 16)**

Alexander Gerschenkron, "Economic Backwardness in Historical Perspective," in *Economic Backwardness in Historical Perspective: a Book of Essays*. Cambridge, MA: Belknap, 1966, pp. 5-30.

Andre Gunder Frank, "The Development of Underdevelopment," in Robert I. Rhodes, ed. *Imperialism and Underdevelopment: a Reader*. New York: MR, 1970, pp. 4-17.

W.W. Rustow, *The Stages of Economic Growth*, second ed, Cambridge University Press, 1971, pp. 1-16,

Mark Kesselman, "Order or Movement? the Literature of Political Development as Ideology," *World Politics*, vol. XXVI, no. 1, October 1973, pp. 139-154.

Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*, Berkeley: University of California Press, 1979, pp. vii-xv, 1-28.

Robert H. Jackson and Carl G. Rosberg, "Why Africa's Weak States Persist," *World Politics*, October 1982, vol. 35, no. 1, pp. 1-25.

**Recommended supplementary reading:**

Harry Eckstein, "The Idea of Political Development," in Roy C. Macridis and Bernard E. Brown, **Comparative Politics: Notes and Readings**. Belmont, CA: Wadsworth, 1990, pp. 369-381.

Peter Evans, "After Dependency: Recent Studies of Class, State and Industrialization," **Latin American Research Review**, vol. 20, no. 2, 1985, pp. 149-60.

Andrew Janos, **Politics and Paradigms**, chapter 3.

**10. What is a democracy? How does one create a "stable" democracy? Are nondemocratic regimes unstable? (November 23)**

James Madison, "The Federalist no. 10," **The Federalist**, New York: Modern Library, 1940.

Dankwart Rustow, "Transitions to Democracy: a Dynamic Model," **Comparative Politics**, vol. 2, no. 3, April 1970, pp. 337-63.

Robert Dahl, **Polyarchy**, New Haven: Yale, 1971, chapters 1, 2, 10.

Robert Michels, "The Iron Law of Oligarchy," in Roy C. Macridis and Bernard E. Brown, **Comparative Politics: Notes and Readings**, Homewood, IL: Dorsey Press, 1964, pp. 221-29.

Robert D. Putnam, **Making democracy work**. Princeton, N.J.: Princeton University Press, 1993; chapter 1. (Chapter 2 and 4 are also recommended).

Barbara Geddes, "Challenging the Conventional Wisdom," in Larry Diamond and Marc F. Plattner, eds. **Economic Reform and Democracy**, Baltimore: Johns Hopkins, 1995, pp. 59-73.

**Recommended Supplementary Reading:**

Juan Linz and Arturo Valenzuela, **The Failure of Presidential Democracy**. Baltimore, MD: Johns Hopkins University Press, 1994.

Arend Lijphart, **Democracy in Plural Societies**, New Haven, CT: Yale University Press, 1977, pp. 1-52.

Andrew Reynolds, "Women in the Legislatures and Executives of the World: Knocking at the Highest Glass Ceiling," **World Politics**, vol. 51 (July 1999) pp. 547-72.



## 11. What is the relationship between ethnicity and modernity? What causes ethnic nationalist movements? (November 30)

Franz Fanon, "National Culture," in Bill Ashcroft, et al. *The Post-Colonial Studies Reader*, London, Routledge, 1995, pp. 153-7.

Walker Connor, "Nation-Building or Nation-Destroying?" *World Politics*, vol. XXIV, no. 3, April 1972, pp. 319-55.

Benedict Anderson, *Imagined Communities*, London: Verso, 1992. Skim entire book; students may wish to focus in particular on chapters 1, 6, and 11.

Jack Snyder, *From Voting to Violence: Democratization and Nationalist Conflict*. New York: Norton, 2000, pp. 15-43, 189-204, 220-61.

Anthony D. Smith, "The Myth of the Modern Nation and the Myths of Nations," *Ethnic and Racial Studies*, vol. 11, no. 1, January 1988, pp. 1-26.

Ernest Gellner, *Nations and Nationalism*, Ithaca, NY: Cornell University Press, 1983. (chapters 1, 3, 4, 5, 8).

*Recommended supplementary reading:*

Karl Deutsch, *Nationalism and Social Communication*. Cambridge, MA: MIT Press, 1960.

Michael Hechter, *Principles of Group Solidarity*. Berkeley, CA: University of California Press, 1987.

Partha Chatterjee, *The Nation and its Fragments*, Princeton, NJ: Princeton University Press, 1993, chapters 1, 11.

Saul Newman, "Nationalism in Postindustrial Societies: Why States Still Matter," *Comparative Politics*, vol. 33, no. 1, October 2000, pp. 21-41.

Roger D. Petersen, *Understanding Ethnic Violence: Fear, Hatred and Resentment in Twentieth Century Eastern Europe*. New York: Cambridge University Press, 2002.

Eric Hobsbawm, *Nations and Nationalism since the 1780s: Programme, Myth, Reality*. Cambridge: Cambridge University Press, 1990.

## 12. Development, the state and globalization (December 7)

Amartya Sen, *Development as Freedom*, New York: Knopf, 1999, Introduction, chapters 1 and 2.

Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press, 1995, pp. 3-17.

Peter Gourevitch, "The Second Image Reversed: the International Sources of Domestic Politics," *International Organization*, 32, 4, autumn 1978 pp. 881-912. Total pages in source: 170.

Chandra Talpady Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," in Mohanty, et al, eds. *Third World Women and the Politics of Feminism*, Bloomington: Indiana University Press, 1991, pp. 51-80.

Peter Evans, et al, eds. *Bringing the State Back in*. New York: Cambridge University Press, 1985, chapters 1 and 11.

Charles Tilly *Coercion, Capital and European States*, Cambridge, MA: Basil Blackwell, 1990, chapter 1.

## Academic Accommodations

**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 16, 2009 for December examinations** and **March 12, 2010 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.

**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.

**Course Requirements:** Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during

the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

**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.