

PSCI 2101B/C

Comparative Politics of the Global North

Wednesday 11:35-1:25 pm

In-person and Online

Check location on Carleton central

While face-to-face classes at Carleton remain suspended because of COVID-19, this course will meet in a synchronous online format via Zoom. Please find access information on Brightspace.

Instructor: Alex McDougall

Office Hours: by appointment (online only).

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- **Course description**

From the rise of nationalism and populism, to the popularization of conspiracy theories, growing distrust of elites, and growing inequality, democracy in the west appears to be in crisis. This course introduces students to empirical political science with a focus on modern political issues in developed countries. The first part of the course examines literature on the origins of states and democracies. The second section looks at constitutions and political economy issues. The final section examines various issues confront modern democracies, from nationalism and identity politics, to economic change and inequality. The course concludes by looking at some recent work on the future of western democracies. This course will try and keep the focus on contemporary issues as much as possible. In addition to the textbook, the course will provide students with the opportunity to engage in some recent literatures on these topics (i.e. written within the last 10 years).

- **Method of Delivery**

The course is offered in two parallel sections, one face-to-face and one online, but taught at the same time. The face-to-face section is taught as normal in a classroom to students attending in-person. The other section follows the course online in a synchronous format. Students sign up for one of the two sections for the entire term and cannot switch back and forth. An on-site technician will facilitate the participation of the online students.

- **Materials**

The materials for each class are structured as follows:

- **Textbook:** Newton, Kenneth, and Jan W. Van Deth. *Foundations of comparative politics: democracies of the modern world*. Cambridge University Press, 2020. (4th edition)
- **Classic:** selections of well-known/influential academic work on the subject
- **Short:** a shorter, typically non-academic piece (e.g. oped, blog/substack, podcast interview etc...)

Other reading material will be available online through Brightspace (the course webpage) and the library's electronic resources.

Powerpoint lectures will be posted online.

- **Evaluation**

Item	Description	Due Date	% of total
Tutorial Group Attendance and Participation	Students should attend and participate in tutorials.	Continuous through the semester	15
Topic Paper	<p>Write a 12-page (3000 word) essay on a comparative politics topic using the comparative method.</p> <p>The essay should (a) focus on comparing countries, political systems, social movements, or other political phenomena. It is common to compare countries (e.g. Canada vs. the U.S) but students could focus on other types of comparisons, such as different social movements (e.g. occupy wall street or the Tea Party movement); sub-national levels of government etc (b) identify an outcome of interest common to the comparison group. This could be broad – like why a country is democratic or authoritarian; or specific – such as different policy approaches to healthcare or foreign affairs. The paper should ask why this outcome and (c) propose an explanation, which would be the thesis or core argument of the paper. The paper should focus on explaining this thesis, including by making sub-arguments, refuting alternative explanations, and presenting relevant facts and arguments. (d) use a most similar systems methodology or most different systems methodology (see Textbook “introduction” and the slides Lecture 2).</p> <p>Students can choose their own topic as long as it broadly follows these guidelines. The focus can be either contemporary, or historical. The paper should be analytical in that it seeks to explain why different or similar outcomes occurred in the two cases and not simply descriptive (e.g. explaining how the two cases differ). The instructor and teaching assistants are available to provide feedback on the paper topic.</p> <p>Examples could include topics like:</p> <ul style="list-style-type: none"> • Why do some countries have greater populist movements than others, using Canada (low level of populism) and the United States (high level of populism) • Why do some countries revert into 	March 23	30

	<p>authoritarianism using Hungary and Poland.</p> <ul style="list-style-type: none"> • Why did countries take different approaches to responding to the COVID-19 pandemic, comparing Australia (a very stringent response) and the United States (a laxer response)? • Why does the UK have universal healthcare, but the U.S. does not? <p>Students are expected to do research and use outside sources, such as academic articles and books. As a baseline, each papers should cite 5 outside academic sources. Non-academic sources are also okay, but should be considered in addition to academic sources, not as substitutes and used with caution. The paper will be judged on both the quality and use of these sources. Sources should be cited using the Chicago approach (see here for a brief explanation and a link will be posted on brightspace to the Chicago stye manual).</p> <p>The paper should also look professional and will be judged accordingly on writing quality and style.</p> <p>See Brightspace for additional tips and guidelines.</p>		
Topic Paper outline	Students will submit an outline of their paper that includes: (a) the topic; (b) a tentative thesis statement; (c) a preliminary summary of the paper’s core points; (d) an annotated bibliography of at least 5 academic sources. The annotated bibliography should briefly summarize each source (e.g. 1 paragraphs per source). Note: the final essay may differ from the outline (and in fact this is expected to some degree).	Feb 16	5
<i>Quiz 1</i>	This is a short, online, open book quiz on course material up to this date. The questions will be short answer or multiple choice. The quiz will be open for a 24 hour period beginning on February 2.	Open Feb 2	15
<i>Quiz 2</i>	Students will complete a comprehensive quiz on course material. It will be conducted online. It will be open for 48 hours. The questions will be short answer, multiple choice, or essay style	April 13-15	35

- **Other issues**

Lateness policy: late assignments will be penalized by 1/3 of a letter grade per day (i.e. A reduced to A-).

- **Schedule**

Date	Topic	Reading
Jan 12	Introduction to the class	<p>Introduction of Newton, Kenneth, and Jan W. Van Deth. <i>Foundations of comparative politics: democracies of the modern world</i>. Cambridge University Press, 2020. (henceforth: Newton and Van Deth)</p> <p>Fukuyama, Francis. "The end of history?." <i>The national interest</i> 16 (1989): 3-18.</p> <p>Munger, Michael C. "The thing! The thing itself." <i>Regulation</i> 22.3 (1999): 44.</p>
Jan 19	The State in Comparative Politics	<p>Chapter 1 of Newton and Van Deth</p> <p>Chapter 1, 2, 4 of Higgs, Robert. <i>Crisis and leviathan</i>. New York: Oxford University Press, 1987.</p>
Jan 26	Democracy and Elections	<p>Chapter 3 Newton and Van Deth</p> <p>Chapters: 1, 6, 7 of Bryan Caplan, <i>The Myth of the Rational Voter: Why Democracies Choose Bad Policies</i>. Princeton University Press. (2011)</p> <p>Short read: "Policy and the Fog of Politics" by Paul Krugman (NYtimes)</p>
Feb 2	The Public Choice Approach to Comparative Politics	<p>Guest speaker: Matt Bufton, Executive Director of the Institute for Liberal Studies</p> <p>Chapter 9 of Newton and Van Deth</p> <p>James Buchanan, "Public Choice theory: politics without romance"</p> <p>"Chapter 13: Why did the Airlines get a special bail out but not my industry" in Ryan Bourn, <i>Economics in One Virus</i> (2021)</p>
Feb. 9, 2021	Comparative Constitutions	<p>Chapter 5 of Newton and Van Deth</p> <p>Intro, and 6,7,8 of Levitsky, Steven, and Daniel Ziblatt. <i>How democracies die</i>. Broadway Books, 2018.</p> <p>Listen : (Podcast) Pete Leeson on Pirate Constitutions (https://www.econtalk.org/leeson-on-pirates-and-the-invisible-hook/)</p>
February 16	Bureaucracy and technocratic institutions	<p>Chapter 8 - Newton and Van Deth</p> <p>Chapter 3, 4, 8 Garrett Jones: <i>10 Percent Less Democracy. Why Should You Trust Elites a Little More and the Masses a Little Less</i></p> <p>Short: Richard Hania (substack): Tetlock and the Taliban</p>
Feb 23	Winter break	
March 2	The Welfare State	<p>Chapter 16 of Newton and Van Deth</p> <p>Chapter 2, 3, 7 of Wooldridge, Adrian, and John Micklethwait. <i>The fourth revolution: The global race to reinvent the state</i>. Penguin UK, 2014.</p> <p>Short read: "Capitalism saved Sweden" by Michael Munger in <i>Is Capitalism Sustainable</i></p>
March 9	Markets and	Chapter 4, 5 Wooldridge, Adrian, and John Micklethwait. <i>The fourth</i>

	globalization	<p><i>revolution: The global race to reinvent the state</i>. Penguin UK, 2014.</p> <p>Selections (posted on Brightspace of) Michael Munger, <i>Is Capitalism Sustainable</i>.</p>
March 16	Inequality and Comparative Politics	<p>Chapter 1 of Milanovic, Branko. <i>Capitalism, alone: The future of the system that rules the world</i>. Harvard University Press, 2019.</p> <p>Piketty, Thomas, and Emmanuel Saez. "Inequality in the long run." <i>Science</i> 344.6186 (2014): 838-843.</p> <p>Short: Freddie DeBoer (Substack): "The Cult of Smart, a Brief Introduction"</p>
March 23	Political Ideologies and psychology	<p>Chapter 14 of Newton and Van Deth</p> <p>Pg 1-44 of Arnold Kling. <i>Three Languages of Politics</i></p> <p>Short: Ezra Klein, "How politics makes us stupid" in Vox.</p>
March 30	Polarization and parties	<p>Chapter 7, 13 of Newton and Van Deth</p> <p>Short: Podcast (listen): Ezra Kline. "Why we're polarized" (http://rationallyspeakingpodcast.org/260-why-were-polarized-ezra-klein/)</p> <p>Finkel, E. J., Bail, C. A., Cikara, M., Ditto, P. H., Iyengar, S., Klar, S., ... & Druckman, J. N. (2020). Political sectarianism in America. <i>Science</i>, 370(6516), 533-536.</p>
April 6	Authoritarianism and populism	<p>Chapter 17: Newton and Van Deth</p> <p>Introduction and Chapter 1 of Anne Applebaum –<i>Twilight of Democracy</i></p> <p>Short – Book review of <i>Revolt of the public</i> by Scott Alexander (substack)</p>

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

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

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 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, 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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, 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.