

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

Instructor: Jeremy Paltiel
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Course description:

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

Since the purpose of the course is to contribute to students’ grounding in theories and approaches in comparative politics, the reading load is substantial and all students are expected to work intensively in groups. Students are required to come to each class prepared to discuss actively and in depth *all* of the assigned readings for that particular class. Students are expected to show initiative in identifying and contrasting the approaches in the readings, and to demonstrate understanding of these approaches in their course assignments and presentations. Written assignments focus on analysis and critique of the literature, rather than on detailed research on specialized topics.

This class will be held **in person** on campus. Should circumstances change, or, with the concurrence of all students and the instructor, all or some of the sessions could be moved on-line during the class sessions.

Readings:

Assigned readings have been placed on reserve in McOdrum Library or are available through the on-line catalogue. All readings listed below are required unless otherwise indicated. Two books can be ordered as a guide to the concepts and debates in the field

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

Mark Lichbach and Alan S. Zuckerman *Comparative Politics: Rationality, Culture and Structure* 2nd edition (Cambridge: Cambridge University Press, 2009)

Course requirements:

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

Preparation of four (4) 1-2 pp. short reaction pieces on the weekly readings 4x5 = **20%**

Preparation and oral presentation of two short papers: 2 x 15% = **30%**

One longer analytical paper (Due December 10) = **40%**

Class participation (10%)

□ Students will prepare weekly reaction pieces of 1-2 pp (MAXIMUM) consisting of their reaction to the week's readings.

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

□ Students will prepare two short papers (5-7 typed, double-spaced pages each) during the term, each of which will provide a critical and analytical discussion of the assigned readings for a particular week in the course. These are not research papers. No citations beyond the weekly readings are required or expected. These essays should integrate and contrast themes in the respective readings: they should NOT simply be descriptive summaries. Essays should answer a specific question about the literature under discussion: the instructor will periodically provide suggested questions for discussion. **Class presentations**, based on one week's reading will be allocated at the first meeting. Presentations should be no longer than 10-15 minutes. They should keep summary to a minimum, concentrating instead on the concepts, problems, claims, issues etc, raised by the readings. Presenters should raise questions for seminar discussions. For the topics they choose, students are required to prepare their paper in advance of the course session in question, and to submit it to the instructor on the day of the scheduled oral presentation. In the presentation, the student should *summarize* the paper rather than read it aloud. Of the 15% of the grade assigned for each short paper, one third (5%) will be based on the oral presentation. The instructor will prepare a list of student presentations by the second or third week of class.

Papers written for the course should have a clear focus of analysis and develop an argument directed towards the readings and literature. Each formal paper must address a different topic and discuss the assigned (including supplementary) readings for the course. Papers should be typed, double-spaced and submitted in hard copy. These are due the day of the presentation, with the exception of the first three weeks (September 13, 20, 27) Early volunteers receive one week's grace – presentations on September 20 due September 27

- Depending on the enrolment, the class will occasionally divide for group discussions. For certain weeks the recommended readings will be divided among groups. Summaries or discussion papers may be shared among classmates.
- The longer analytical paper should be approximately 12-15 pages. This is a research paper. Students should submit a short outline by email stating the choice of topic by **November 8**. Students may go beyond the listed readings for research. In this assignment students are expected to do one of the following: a) apply the theory of one of the course topics to a particular country or region, b) integrate and discuss the readings on theory for two of the course themes; (this may not duplicate the students critical review and presentation topic) or c) provide an exhaustive and detailed critique of a particular course topic, going beyond the assigned readings to incorporate additional supplementary literature. The paper is due the last class, December 10.
- Class participation: Attendance is compulsory. Students are required to read the assigned readings in advance of each class, and to be prepared to discuss the readings similarities, differences, strengths, and weaknesses. Students are encouraged to work in groups. Occasionally group work will take place during class time should the size of the class warrant this.

Key Questions to answer in the course of reading:

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

Class Outline:

Week I (September 13) Overview and debate on evolution of Comparative politics

- 1) Timothy W. Kaufmann-Osborn, “Dividing the Domain of Political Science: On the Fetishism of Subfields,” *Polity*, 38, 1, January 2006, pp. 41-71.
- 2) Mitchell Orenstein and Hans Peter Schmidt, “The New Transnationalism and Comparative Politics,” *Comparative Politics*, 38, 4, 2006, pp. 479-500.
- 3) Dwayne Woods “The Future of Comparative Politics is Its past” *Chinese Political Science Review* Vol 1. Issue 3 (September 2016) pp.412-424

***Recommended supplementary reading:**

- Gabriel Almond, “Separate Tables: Schools and sects in Political Science,” in *PS: Political Science and Politics*, 21, 4 (Fall 1998): 829-842.
- Atul Kohli et al., “The Role of Theory in Comparative Politics: a Symposium,” *World Politics*, 48 (October 1995): 1-21, 28-37.

Week II (September 20) Early and classic comparative pols texts and significance
Oxford Handbook, part I

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," "18th Brumaire of Louis Bonaparte," "On the Jewish Question," "Theses on Feuerbach" "Grundrisse." Robert C. Tucker, ed. *The Marx-Engels Reader*, 2nd 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.

Week III, September 27 Methods of comparison

- 1) *Oxford Handbook*, Part II
- 2) Gabriel Almond and Stephen Genco, "Clouds, Clocks and the Study of Politics," *World Politics*, xxix, 4 (July 1977), 489-522.
- 3) Clifford Geertz, *The Interpretation of Cultures* (New York: Basic Books, 1973), Chs. 1, 15.
- 4) Arend Lijphardt, "Comparative Politics and Comparative Method," *APSR*, 65, 3 (1971): 682-693.
- 5) Harry Eckstein, "Case Study and Theory in Political Science," in Fred Greenstein and Nelson Polsby, *Handbook of Political Science*, v. 7 (1975): 79-137.
- 6) Barbara Geddes, "How the Cases you Choose Affect the Answers you Get: Selection Bias in Comparative Politics," *Political Analysis* 2, 1 (1990): 131-150.
- 7) Adam Przeworski and Henry Teune, *The Logic of Comparative Social Inquiry*. New York: John Wiley and Sons, 1970, pp. 3-46.

Recommended Supplementary reading:

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

Robert Dahl, "The Behavioural Approach in Political Science: Epitaph for a Monument to a Successful Protest," *APSR*, LV, 4 (December 1961): 763-72.

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

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

Thomas Kuhn, *The Structure of Scientific Revolutions*, 3rd ed. Chicago: University of Chicago Press, 1996.

Michel Foucault, *The Archaeology of Knowledge* (London: Tavistock, 1972), part 4.

Week IV October 4 What is Compared? Part I Social Structures-the Political Economy

- 1) Karl Polanyi, *The Great Transformation: the Political and Economic Origins of Our Time* (Boston: Beacon Press, 2001 ed). Required, Chs. 1-3, 21; highly-rec'd chs. 13, 15, 18, 19.
- 2) Joseph Schumpeter, *Capitalism, Socialism and Democracy* (New York: Harper and Row, 1976) Chs. 22, 23.
- 4) Theda Skocpol, *States and Social Revolutions: a Comparative Analysis of France, Russia and China*. New York: Cambridge University Press, 1979, pp. 3-43.
- 5) Fred Block, "The Ruling Class does not Rule: Notes on the Marxist Theory of the State," *Socialist Revolution* 33, May-June 1977.
- 6) Responses to Block in *New Political Science*, 2, 3 (1981): 127-153.

Recommended Supplementary Reading:

Barrington Moore, *Social Origins of Dictatorship and Democracy*. Boston: beacon press, 1966, chs. 1-2, 7-9.

Ted Robert Gurr, "Why Men Rebel," in Gurr, ed., *Handbook of Political Conflict*. NY: Free Press, 1980.

Patrick James, "Conflict and Cohesion: A Review of the Literature and Recommendations for Future Research," *Cooperation and Conflict* (1987) 22: 21, DOI: 10.1177/001083678702200102.

David Carment, "Anticipating State Failure," *Third World Quarterly*, 24, 3 (2003): 407-427.

OCTOBER 11 THANKSGIVING NO CLASS

Week V October 18 What is Compared II? Social Structures-Pluralism, Interest Groups, Elite Theory and Social Movements

- 1) David Truman, *The Governmental Process*. New York: Knopf, 1951, chs. 1, 16.
- 2) Robert Dahl, *Who Governs?* 2nd ed. New Haven: Yale University Press, 2005. Books 1 and 2.
- 3) Theodore Lowi, "American Business, Public Policy, Case Studies, and Political Theory," *World Politics*, 16, 4 (July 1964): 677-715.
- 4) C. Wright Mills, *The Power Elite*. Oxford University Press, 1967; "Introduction," "Political Directorates," "Theory of Balance," "The Power Elite," "Mass Society," "The Conservative Mood," "Chief Executives" and "the Higher Circles."
- 5) Philippe Schmitter, "Still the Century of Corporatism?" *Review of Politics*, 36, 1 (January 1974): 85-131.

Recommended Supplementary Reading:

E. E. Schattschneider, *The Semi-Sovereign People*. New York: Winston, 1960.

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

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

OCTOBER 25 NO CLASS FALL READING WEEK

Week VI NOVEMBER 1 What is Compared III? Global North vs. Global South: “Modernization,” and Development Theories

- 1) Samuel P. Huntington, “Political Development and Political Decay,” *World Politics*, 17, 3 (April 1965): 386-430.
- 2) Karen L. Remmer, “Theoretical Decay and Theoretical Development: the Resurgence of Institutional Analysis,” *World Politics*, 50 (Oct. 1997): 34-61.
- 3) Mark Kesselman, “Order or Movement? The Literature of Political Development as Ideology,” *World Politics*, xxvi, 1 (October 1973): 139-154.
- 4) Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*. Berkeley: University of California Press, 1979, pp. vii-xv, 1-28.
- 5) Leonard Binder, “Crises of Political Development,” in Binder et al., *Crises and Sequences in Political Development*. Princeton, NJ: Princeton University Press, 1971.
- 6) W.W. Rustow, *The Stages of Economic Growth*. 2nd ed. (Cambridge, UK: Cambridge University Press, 1971), 1-16.
- 7) Arturo Escobar, *Encountering Development: the Making and Unmaking of the Third World* (Princeton, NJ: Princeton University Press, 1995), 3-17.

Recommended Supplementary Readings:

Alexander Gerschenkron, “Economic Backwardness in Historical Perspective,” in Gerschenkron, ed., *Economic Backwardness in Historical Perspective* (Cambridge, MA: Belknap, 1966), 5-30.

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

Robert H. Jackson and Carl G. Rosberg, “Why Weak States Persist,” *World Politics*, 35, 1 (October 1982): 1-25.

Harry Eckstein, “The Idea of Political Development,” in Macridis and Brown, eds., *Comparative politics: Notes and Readings* (Belmont, CA: Wadsworth, 1990), 369-381.

Peter Evans, “After Dependency: Recent Studies of Class, State and Industrialization,” *Latin American Research Review* 20, 2 (1985): 149-60.

Week VII November 8 What is Compared IV? What is the Relationship of Culture to Politics? How do Individuals create their Own Opportunities?

- 1) Gabriel Almond and Sidney Verba, *The Civic Culture*. (Boston: Little, Brown 1963), chs. 1, 13.
- 2) Ruth Lane, “Political Culture: Residual Category or General Theory?” *Comparative Political Studies*, 25, 3 (October 1992): 362-87.
- 3) Jon Elster, ed., *Rational Choice*. (New York: NYU Press, 1986), Introduction, 1-33; Ch. 7 (Popkin).
- 4) Mancur Olson, *The Logic of Collective Action*. (Cambridge, MA: Harvard University Press, 1971), 1-65.
- 5) Margaret Levi, “A Model, a Method and a Map: Rational Choice in Comparative and Historical Analysis,” in Lichbach and Zuckerman, eds., *Comparative Politics: Rationality, Culture and Structure* (1997), 19-41.

Recommended Supplementary Reading:

Gerardo L. Munck, "Game Theory and Comparative Politics: New Perspectives and Old Concerns," *World Politics*, 53, 2 (January 2001): 173-204.

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

Week VIII November 15 State-centered approaches & "Institutionalisms"

- 1) Wolfgang Streeck and Kathleen Thelen, eds., *Beyond Continuity: Institutional Change in Advanced Political Economies* (London: Oxford University Press, 2005), Chs. 1, 2
- 2) Alfred Stepan, *Arguing Comparative Politics* (London: Oxford, 2001), Parts 1, 2
- 3) James Mahoney and Kathleen Thelen, eds., *Explaining Institutional Change: Ambiguity, Agency and Power* (Cambridge, UK: Cambridge University Press, 2010), Ch. 1
- 4) Mona Lena Krook and Fiona Mackay, eds., *Gender, Politics and Institutions: Towards a Feminist Institutionalism* (London: Palgrave, 2011) Ch. 1
- 5) Louise Chappell, "Comparing Political Institutions: Revealing the Gendered 'Logic of Appropriateness,'" *Politics and Gender* 2, 2 (2006): 223-225.

Recommended Supplementary Reading:

Vivian Schmidt, "Discursive Institutionalism: the Explanatory Power of Ideas and Discourse," *Annual Review of Political Science* 11 (2008): 303-326.

J.G. March and J.P. Olsen, "The Institutional Dynamics of International Political Orders," *International Organization* 52, 4 (1998): 943-969.

Giuliano Bonoli, "Political Institutions, Veto Points, and the Process of Welfare State Adaptation," in Paul Pierson, ed., *The New Politics of the Welfare State* (Oxford: Oxford University Press, 2001), Ch. 8.

Peter Evans et al. eds, *Bringing the State Back In* (New York: Cambridge University Press, 1985), Chs. 1, 11.

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

Week IX November 22 Institutional Patterns of Democracy

- 1) Arend Lijphart, *Patterns of Democracy* (New Haven, CT: Yale University Press, 2012), entire.
- 2) Boix and Stokes, parts 3, 4.
- 3) Ronald Watts, *Comparing Federal Systems*, 3rd ed. (Montreal: McGill-Queen's, 2003), esp Chs. 1-7, 9, 11.
- 4) T.H. Marshall, "Citizenship and Social Class," in T.H. Marshall and Tom Bottomore, eds., *Citizenship and Social Class* (London: Pluto Press, 1992), 3-51.
- 5) Robert Dahl, *How Democratic is the American Constitution?* 2d ed. (New Haven, CT: Yale University Press, 2003), Chs. 1-3, 5, 7.

Recommended Supplementary Readings:

Martin Carnoy, *The State and Political Theory* (Princeton, NJ: Princeton University Press, 1984), Ch. 4.

Paul Pierson, "The Limits of Design: Explaining Institutional Origins and Change," *Governance*, 13, 4 (October 2000): 475-99.

Kenneth R. Mayer, **With the Stroke of a Pen: Executive Orders and Presidential Power** (Princeton, NJ: Princeton University Press, 2001), Chs. 1, 3, 4.

Barbara Sinclair, **Unorthodox Lawmaking: New Legislative Processes in the US Congress**, 4th ed. (Washington, DC: CQ Press, 2012), Chs. 2-6.

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

R.W. Connell, "the State, Gender and Sexual Politics: Theory and Appraisal," **Theory and Society**, 19 (1990): 507-544.

Week X November 29 Participation in Democratic Systems

- 1) Robert Dahl, **Polyarchy** (New Haven: Yale University Press, 1971)
- 2) Seymour Martin Lipset and Stein Rokkan, "Cleavage Structures, Party Systems and Voter Alignments: an Introduction," in Lipset and Rokkan, eds., **Party systems and Voter Alignments** (New York: Free Press, 1967), 1-64.
- 3) Boix and Stokes, eds., Parts 5-7
- 4) Mona Lena Krook and Sarah Childs, eds., **Women, Gender and Politics: a Reader** (NY: Oxford University Press, 2010), chs. by Krook & Childs, Katzenstein, Lovenduski, Lisa Young, Inglehart and Norris, and Fox and Lawless.

Recommended Supplementary Readings:

Robert Putnam, **Making Democracy Work** (Princeton, NJ: Princeton University Press, 1993), chs. 1, 2, 4.

Robert Michels, "The Iron Law of Oligarchy," in Macridis and Brown, eds., **Comparative Politics: Notes and Readings** (1964), 221-229.

Herbert Kitschelt, "Partisan Competition and Welfare State Retrenchment: when do Politicians choose Unpopular Policies?" in Pierson, ed. (2001), Ch. 9.

Week XI December 6 Nationalism, Modernity and State Structure

- 1) Anthony Marx, **Making Race, Making Nation** (Cambridge, UK: Cambridge University Press, 1998).
- 2) Franz Fanon, "National Culture," in Bill Ashcroft et al., **The Post-Colonial Studies Reader** (London: Routledge, 1995), 153-77.
- 3) Anthony D. Smith, "The Myth of the Modern Nation and the Myths of Nations," **Ethnic and Racial Studies**, 11, 1 (January 1988), 1-26.
- 4) Walker Connor, "Nation-Building or Nation-Destroying?" **World Politics**, xxiv, 3 (April 1972), 319-55.
- 5) Ernest Gellner, **Nations and Nationalism** (Ithaca, NY: Cornell University Press, 1983), chs. 1, 3-5, 8.
- 6) Eric Hobsbawm, **Nations and Nationalism since the 1780s: Programme, Myth, Reality**. Cambridge: Cambridge University Press, 1990. 1-45
- 7) Edward Said, "From Orientalism," in Patrick Williams and Laura Chrisman, **Colonial Discourse and Post-Colonial Theory** (New York: Columbia University Press, 1994).
- 8) Benedict Anderson, **Imagined Communities** (London: Verso, 1992) esp. 1-140; 163-186

Recommended Supplementary Readings:

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

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

Liah Greenfield, *Nationalism: Five Roads to Modernity*. Cambridge: Harvard University Press, 1993

Raffaele Iacovino, "Partial Asymmetry in Federal Construction: Accommodating Diversity in the Canadian Constitution", in Marc Weller, (ed.), *Asymmetrical Autonomy and the Settlement of Ethnic Conflicts* (Philadelphia, PA: University of Pennsylvania Press, 2010).

David Laitin *Nations States and Violence*. New York: Oxford University Press, 2007

Saul Newman, "Nationalism in Postindustrial Societies: Why States Still Matter,"

Comparative Politics, vol. 33, no. 1, October 2000, pp. 21-41.

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

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

Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," in Mohanty, ed., *Third World Women and the Politics of Feminism* (Bloomington, IN: Indiana University Press, 1991), 51-80.

Week X!! DECEMBER 10

Extra class to make up for THANKSGIVING

Contemporary Forms of the Welfare State

1) Jane Lewis and Rebecca Surrender, eds., *Welfare State Change: Towards a Third Way?* (Oxford, UK: Oxford University Press, 2004), chs. 1-3, 4, 6, 7

2) Paul Pierson, "Three Worlds of Welfare State Research," *Comparative Political Studies*, 33, 6/7 (August/September 2000), 791-821.

3) Boix and Stokes, eds., Part 8.

4) Herbert Obinger et al., eds., *Federalism and the Welfare State* (Cambridge, UK: Cambridge University Press, 2005), Chs. 1, 3, 8.

5) Peter Starke, *Radical Welfare State Retrenchment: a Comparative Analysis* (UK: Palgrave, 2008), Chs. 1-3, 7, 8

6) Ulrike Liebert, ed., *Gendering Europeanisation* (Brussels: Peter Lang, 2003), chs. by Liebert (pp. 11-46, 255-284).

7) Silke Roth, ed., *Gender Politics in the Expanding European Union* (NY: Bergahn, 2008), Introduction, Chs. 1-2, 8, 9, 12.

Recommended Supplementary Readings:

Gosta Esping-Andersen, *The Three Worlds of Welfare Capitalism* (London: Polity Press, 1990). Nancy Hirschmann and Ulrike Liebert, *Women and Welfare* (New Brunswick, NJ: Rutgers

University Press, 2001), Chs. 1-3. Richard Simeon, "Federalism and Social Justice," ch.

2, in Scott Greer, ed., *Territory, Democracy and Justice* (NY: Palgrave Macmillan, 2006).

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) and [mandatory self-screening](#) prior to coming to campus daily.

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.