

Introduction to Comparative Politics

POL2104 B

Professor Stephen Brown

Winter 2016

COURSE OUTLINE

Class schedule	Monday, 10:00-11:20 a.m. Wednesday, 8:30 a.m.-9:50 p.m. ART 033 (recently renamed Hamelin Hall)
Professor's office hours	Monday, 1:30-3:00 p.m. Social Sciences Building, Room 7052
Professor's email	brown@uottawa.ca (please include "POL2104" on subject line)
Course website	We will be using Lore (not Blackboard) The course website is http://lore.com/POL2104
Teaching assistants	Abdelkarim Amengay, aamen016@uottawa.ca Dane Degenstein, ddege053@uottawa.ca Ben Diepeveen, bdiep094@uottawa.ca Nyambura Githaiga, ngith061@uottawa.ca

OFFICIAL COURSE DESCRIPTION

Introduction to the comparative study of political phenomena within states, in various historical, cultural and institutional contexts. Methods, theoretical frameworks, typologies and concepts commonly used in the comparative study of political phenomena.

COURSE OBJECTIVES

This course seeks to introduce students to the main analytical tools and debates in comparative politics. By the end of the course, students should understand not only those tools, but also their strengths and weaknesses, how concepts relate to each other and their place in the broader field of political science. This course also seeks to help students develop their own analytical skills.

TEACHING METHODS

This is a lecture-based course that nonetheless includes student participation through in-class discussions and debates. On three occasions during the semester, students will also meet in smaller discussion groups in which concepts and readings can be explained and analyzed in a more congenial format.

The lectures and discussion groups operate on the assumption that students have read the assigned chapter or journal article for that day. To get the most out of the lectures and discussion groups, it is essential that students do the readings before class. They must also be prepared to participate actively in discussion groups.

The **discussion groups** will be constituted as follows:

Group	Last names	Leader	Room	Dates
1	A-Be	Nyambura Githaiga	LMX 390	Jan. 20, Feb. 10, March 16
2	Bi-Con	Ben Diepeveen	THN 133 TBT 319 BRS 302	Jan. 20 Feb. 10 March 16
3	Coo-Fo	Dane Degenstein	TBT 317 FTX 147B TBT 319	Jan. 20 Feb. 10 March 16
4	Fr-Jo	Abdelkarim Amengay	LMX 407 LMX 405 LMX 405	Jan. 20 Feb. 10 March 16
5	Ju-Mas	Nyambura Githaiga	LMX 390	Jan. 27, Feb. 24, March 23
6	Mat-Pa	Ben Diepeveen	FTX 359 TBT 319 TBT 319	Jan. 27 Feb. 24 March 23
7	Pe-Sp	Dane Degenstein	FTX 235 FTX 147B FTX 147B	Jan. 27 Feb. 24 March 23
8	St-Z	Abdelkarim Amengay	FTX 402 LMX 405 LMX 405	Jan. 27 Feb. 24 March 23

Discussion groups will meet on the days indicated in the schedule during regular class hours. They thus replace the regular lecture format for that day. Each discussion group will be led by one of the four teaching assistants (TAs) in a specially designated room. Only half the discussion groups meet on each designated day. Students in groups that are *not* meeting on a particular designated day do not attend class; however, they must write a reaction paper based on that class's assigned reading for the day, as explained below.

This course uses Lore. The syllabus and other relevant documents will be posted there. Students are requested to make a habit of checking their email account for announcements and messages, including the cancellation of class or office hours, as well as room changes. Grades will be available via Lore once all assignments have been marked. Note that grades on Lore are provided for students' convenience and are not necessarily official or final.

Please note that, for reasons that have to do with best pedagogical practices, **laptops, tablets, cell phones and other electronic devices are NOT to be used in this classroom** and are subject to temporary confiscation. These devices can be distracting and can inhibit the learning process of other students. If you have a medical or other compelling reason to use a laptop or any other device, please see the professor.

ASSESSMENT METHODS

Reaction papers

Over the course of the semester students must submit three short reaction papers of 1-1½ single-spaced pages each. No cover page is needed. Reaction papers should have the student's name and discussion group number on the top right-hand side. If they do not, 10% will be deducted from the mark. In the reaction paper, students should:

1. State in the student's own words the central argument of the reading assigned for that day (1-2 sentences). If the reading does not make an argument but rather describes a debate, summarize each perspective in 1-2 sentences each. If, rather than have an argument, the article establishes a typology, summarize the criteria for the typology in 1-2 sentences.
2. Summarize the type of evidence provided and discuss its adequacy. How compelling is it? What kinds of counter-evidence could challenge the utility or validity of the author's argument, the debate or the typology? (1-2 paragraphs).
3. Discuss one or two concrete, practical implications of the author's argument, the debate or the typology being valid or not. How would it be useful to policymakers? How can it be applied to other places, timeframes or actors? (1 paragraph).

No research is required for reaction papers. No sources other than the assigned reading need to be consulted. Students who decide to use other sources must reference them as appropriate; failure to do so constitutes plagiarism and will be treated as such in accordance with university procedures.

A hard copy of reaction papers must be handed in at the professor's office (FSS 7052) between 9:00 and 10:00 a.m. on the day that other discussion groups are discussing the reading. **Late reaction papers will not be accepted.** Students who submit all three compulsory reaction papers have the option of handing in a fourth reaction paper at the beginning of class on April

6, addressing that day's reading – in which case the best 3 out of 4 reaction papers will count towards the student's final mark. This option is **not** available to students who did not submit one or more of the first three compulsory reaction papers.

Participation

Questions and comments are welcome during class lectures. Most student participation, however, will take place in the discussion groups. Discussion group leaders will, during the meetings, review any concepts or issues from the lectures about which students may have questions, as well as lead a discussion on the three components of reaction papers explained above. Students should therefore come to discussion group meetings with answers already prepared on each of the three points outlined above for that day's reading.

Participation marks will be attributed for the quality rather than the quantity of comments made in class and discussion group meetings. Discussion group leaders will assign each student a participation mark, based on their performance in the three discussion groups meetings and taking into account punctuality. The professor may adjust the mark up or down, based on attendance, punctuality and participation in regular classes. Not attending a discussion group meeting without a documented reason judged valid by the professor or TA will cause a student's participation mark to drop by 4 points (out of 10). Students who miss two discussion group meetings without a reason deemed valid will get a participation mark of 0. Those who miss all three without a reason deemed valid will fail the course (final grade EIN).

Examinations

The midterm exam will be held in class on February 22 and the two-hour final exam will take place during the final exam period, on a date and at a time to be determined by the university. Information on the exam format and all potential exam questions will be provided to students ahead of time.

Components of the Final Mark

Final marks will be calculated as follows:

Evaluation format	Weight	Date
Reaction papers (3 or 4)	30%	Once per month, January/February/March. Fourth optional reaction paper due April 6 (conditional on having already submitted all three previous ones)
Participation	10%	Throughout the semester
Midterm exam	25%	February 22
Final exam	35%	TBA, during April exam period

Students who believe they were not fairly marked on a reaction paper or exam should wait at least 24 hours. They may then request the person who graded their assignment to review the

mark, based on a written explanation by the student that specifies how the marking was unfair. The TA (or professor, in cases where he marked the assignment) will then regrade the assignment, which may cause the mark to go up, down or stay the same. Students still believing that they were not fairly graded may subsequently appeal to the professor (or the Director of the School of Political Studies, in cases where the professor marked the assignment or exam), also providing a written justification.

Policy on language quality, late submissions and missed assignments/exams

Class attendance is necessary to successfully complete this course. Students sign an attendance sheet at the beginning of every class. Participation points will be deducted for absences and tardiness.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

Students who do not write either the midterm or the final exam or who do not attend any discussion groups will receive a failing grade (EIN). Exceptions are made only for illness or other serious situations deemed as such by the professor, supported by verifiable documentation.

Please notify the professor as soon as possible if a religious holiday or event forces your absence during an evaluation.

SCHEDULE AND READINGS

The textbook for this course is Patrick H. O'Neil, *Essentials of Comparative Politics*, Fifth Edition (New York: W.W. Norton, 2015). It is available for purchase at the Agora Bookstore, 145 Besserer Street, tel. 613-562-4672, <http://agorabookstore.ca> for \$88.12 + 5% tax. It is also available for rent at www.textbookrental.ca for \$34.01 (price subject to change). An electronic version can be rented via the publisher's website, <http://books.wwnorton.com/books/webad.aspx?id=4294990343>, for US\$26.66.

All ten other readings can be downloaded from the course website on Lore.

Students are expected to bring a hard copy of the day's assigned reading with them to discussion group meetings.

PART I: COMPARATIVE POLITICS AS A FIELD

January 11 - Introduction to the course

January 13 - What is comparative politics?

O'Neil, Chapter 1, "Introduction"

PART II: APPROACHES TO STUDYING COMPARATIVE POLITICS

January 18 - The state (I)

O'Neil, Chapter 2, "States"

January 20 - The state (II)

Mazucca, Sebastián L. and Gerardo L. Munck. "State or democracy first? Alternative perspectives on the state-democracy nexus". *Democratization*, vol. 21, no. 7 (2014), pp. 1221-1243

- Groups 1-4: Discussion group (no reaction paper)
- Groups 5-8: Reaction paper (no class)

January 25 - Identities (I)

O'Neil, Chapter 3, "Nations and Society"

January 27 - Identities (II)

Tripp, Aili Mari. "Comparative perspectives on concepts of gender, ethnicity, and race". *Politics, Groups, and Identities*, forthcoming, 18 pp. DOI: 10.1080/21565503.2015.1070736.

- Groups 1-4: Reaction paper (no class)
- Groups 5-8: Discussion group (no reaction paper)

February 1 - Identities (III)

Michael Ignatieff, "The Narcissism of Minor Difference", in *The Warrior's Honor: Ethnic War and the Modern Conscience* (Toronto: Penguin, 1999), pp. 34-71

February 3 - Political economy (I)

Video: *The Shock Doctrine* (2011, 78 minutes), based on the book by Naomi Klein

February 8 - Political economy (II)

O'Neil, Chapter 4, "Political Economy"

- Hand out potential midterm questions

February 10 - Political economy (III)

Handelman, Howard. "Understanding Underdevelopment". *The Challenge of Third World Development*, Sixth Edition. Boston: Longman, 2011, pp. 1-27

- Groups 1-4: Discussion group (no reaction paper)
- Groups 5-8: Reaction paper (no class)

February 15 and 17 - Study week (no classes)

February 22 - Midterm exam (in class)

PART III: REGIME TYPES

February 24 - Democracy and democratization (I)

Youngs, Richard. "Exploring 'Non-Western Democracy'". *Journal of Democracy*, vol. 26, no. 4 (October 2015), pp. 140-154

- Groups 1-4: Reaction paper (no class)
- Groups 5-8: Discussion group (no reaction paper)

February 29 - Democracy and democratization (II)

O'Neil, Chapter 5, "Democratic Regimes"

- Guest lecturer: Abdelkarim Amengay.

March 2 - Non-democratic regimes (I)

O'Neil, Chapter 6, "Nondemocratic Regimes"

March 7 - Non-democratic regimes (II)

Bellin, Eva. "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring". *Comparative Politics*, vol. 44, no. 2 (January 2012), pp. 127-149

March 9 - Advanced democracies

O'Neil, Chapter 8, "Advanced Democracies"

- Guest lecturer: Ben Diepeveen

March 14 - Communism and post-communism (I)

O'Neil, Chapter 9, "Communism and Postcommunism"

March 16 - Communism and post-communism (II)

Mungiu-Pippidi, Alina. "The Splintering of Postcommunist Europe". *Journal of Democracy*, vol. 26, no. 1 (January 2015), pp. 88-100

- Groups 1-4: Discussion group (no reaction paper)
- Groups 5-8: Reaction paper (no class)

March 21 - Less-developed and newly industrializing countries (I)

O'Neil, Chapter 10, "Less-Developed and Newly Industrializing Countries"

March 23 - Less-developed and newly industrializing countries (II)

Coumans, Catherine. "Whose Development? Mining, Local Resistance, and Development Agendas". In Julia Sagebien and Nicole Marie Lindsay, eds. *Governance Ecosystems: CSR in the Latin American Mining Sector*. Houndmills, UK and New York: Palgrave Macmillan, 2011, pp. 114-132

- Groups 1-4: Reaction paper (no class)
- Groups 5-8: Discussion group (no reaction paper)

March 28 - Easter Monday (no class)

March 30 - Less-developed and newly industrializing countries (III)

Lall, Sanjaya. "Paradigms of development: The East Asian debate". *Oxford Agrarian Studies*, vol. 24, no. 2 (1996), pp. 111-131

PART IV: VIOLENCE IN COMPARATIVE POLITICS

April 4 - Political violence

O'Neil, Chapter 7, "Political Violence"

- Course evaluation at the beginning of class
- Guest lecturer: Nyambura Githaiga

April 6 - Genocide

Uvin, Peter. "Reading the Rwandan Genocide", *International Studies Review*, vol. 3, no. 3 (Fall 2001), pp. 75-99

- Guest lecturer: Dane Degenstein
- For those who have handed in all three reactions papers to date: optional fourth reaction paper due at the beginning of class (for "best 3 out of 4")
- Hand out potential final exam questions

PART V: CONCLUSION

April 11 - Review for the final exam

Beware of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's website on *Student Life and Academic Resources* at the following address: <http://www.socialsciences.uottawa.ca/undergraduate/student-life-academic-resources>.

Within that, students should consult the "*Writing and Style Guide for University Papers and Assignments*." It can be found at: <http://socialsciences.uottawa.ca/undergraduate/writing-style-guide>.

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the *Student's Guide to Academic Integrity*:

<http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf> and the Academic Integrity Website (Office of the Vice-President Academic and Provost) <http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>.

Resources for you – <http://www.socialsciences.uottawa.ca/undergraduate/student-life-academic-resources>

FACULTY MENTORING CENTRE – <http://socialsciences.uottawa.ca/mentoring>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older students may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

ACADEMIC WRITING HELP CENTRE – <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

CAREER SERVICES – <http://www.sass.uottawa.ca/careers/>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

COUNSELLING SERVICE – <http://sass.uottawa.ca/en/counselling>

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

ACCESS SERVICE – <http://sass.uottawa.ca/en/access>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full

potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person at the University Centre, Room 339
- online at <http://www.sass.uottawa.ca/access/registration/>
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
 - November 15 for the fall session
 - March 15 for the winter session
 - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

STUDENT RESOURCES CENTRES – <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of student needs.