

## Honours Seminar in Comparative Politics

**POL4350 B**

**Professor Stephen Brown**

**Winter 2016**

### COURSE OUTLINE

<b>Class schedule</b>	Friday, 11:30 a.m.-2:20 p.m. Social Sciences Bldg., Room 7003
<b>Professor's office hours</b>	Monday, 1:30-3:00 p.m. Social Sciences Bldg., Room 7052
<b>Email</b>	brown@uottawa.ca (please include "POL4350" in subject line)
<b>Course website</b>	<a href="http://lore.com/POL4350B">http://lore.com/POL4350B</a>

### OFFICIAL COURSE DESCRIPTION

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Advanced synthesis and critique of the main debates and analytical approaches in the field of comparative politics.

### COURSE OBJECTIVES

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Comparative politics is the subfield of political science that focuses on political phenomena in various historical, cultural and institutional contexts, primarily at the national and subnational level (without neglecting transnational and international influences). Building on the knowledge and skills that students have acquired during their undergraduate studies, this course examines many of the main themes of comparative politics, notably concepts and issues related to the state and regimes, political economy, and various components of identity. The seminar format and emphasis on individual research and critical analysis will help students improve their knowledge of the field of comparative politics, as well as refine their own research and analytical skills.

The course's specific objectives are for the student to:

- 1) Recognize the main issues that structure the field of comparative politics and distinguish them from those of other fields, such as international relations.
- 2) Identify the main theoretical and methodological debates that address the different issues in the field.
- 3) Learn the distinction between analytical and normative approaches in the study of controversial issues such as the choice of political regime, the link between politics and economy, political change, political mobilization, the distribution of wealth, the importance of identity and the role of values.

## ASSESSMENT METHODS

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### Participation

This course is a seminar, organized around the collective analysis of readings, rather than lectures. It is therefore essential that students do all the readings before class and participate actively. To launch the in-class discussions, a student designated in advance will briefly "introduce" (but not summarize) each reading. This will involve making a few analytical comments or raising questions about the reading designed to elicit discussion.

Students' participation is assessed every week according to the following scale: absent = 0; present but did not participate = 1; minimal participation = 1½; active participation, depending on the *quality* of comments = between 2 and 3 points. Points will be deducted for tardiness. Students whose attendance is insufficient will receive "EIN" as their final mark, which is failing grade.

### Reaction papers

Over the course of the semester, students must submit four or five short reaction papers of about one single-spaced page each. The aim of the assignment is to *analyze* one of that week's readings. The reaction papers will consist of an analytical commentary on the reading's arguments, evidence, methodology and/or content, potentially highlighting its key weaknesses, its logical implications *or* its relationship with theory or other readings. It is crucial to remember that reaction papers must not be descriptions, summaries or personal appreciations of the readings.

A few suggestions: If you raise questions that the reading inspires, try to answer them. If you name elements that are missing, explain why they matter, what impact they would have on the reading's argument. If you think the reading is brilliant and you agree with everything, try to extend the argument and apply it to other areas, potentially discussing some implications of the argument/findings for policymakers. You can also consider where the argument should be placed on the structure-agency continuum.

Reaction papers must be submitted to the professor by email by 11:30 a.m. on the day before the seminar (i.e., Thursday). Late reaction papers will not be accepted. Students must ensure that they submit at least four reaction papers over the course of the semester. Students have the option of submitting a fifth reaction paper, in which case the best four will be used to calculate the final mark. No more than five reaction papers will be accepted.

More than one reaction paper on a given week's readings is not permitted. A reaction paper may not be submitted for a reading that has already been discussed in class. Students who submit fewer than three reaction papers will receive "EIN" as their final mark (failure/incomplete).

### Term papers

Topics should fall within the themes of the course, broadly defined, and must be approved by the professor by February 5. Possible topics include case studies of a comparative politics issue or phenomenon applied to one or more countries (e.g., conflict, democratization, state institutions, civil society, the politics of identity or social movements).

A research proposal is due on February 26. It should consist of a summary of the paper, including research question, tentative hypothesis and analytical framework (typed, one page, single-spaced), as well as an annotated preliminary bibliography of at least 12 academic sources, of which a minimum of five must be academic journal articles (no page limit).

Term papers are due by April 21 at 4:30 p.m. Their length should be about 17-20 pages (typed, double-spaced, not counting notes or the bibliography). Term papers should cite at least 16 non-internet academic sources, including at least seven journal articles. Sources not cited in a paper should not be listed in the bibliography.

Please note that this course's compulsory readings may be used as references, but they do not count towards the total number of sources.

### Oral presentations

Students will make a very short oral presentation on their term paper, to be followed by questions, comments and suggestions from the class, on April 8 and April 12. Students should circulate at least 48 hours in advance to all seminar participants a handout of 2-4 pages that clearly states the research question, the tentative argument, the analytical framework, the structure of the paper and any other information that might be useful for eliciting feedback. (Modalities might be adjusted at a later date, depending on course enrollment.)

### Components of Final Mark

Evaluation format	Weight	Date
Research proposal	10%	February 26
Oral presentation	5%	April 8 or 12
Term paper	35%	April 21, 4:30pm
Reaction papers (4 or 5)	30%	Throughout the semester
Participation	20%	Throughout the semester

## Late assignments

With the exception of reaction papers, any assignment that is not handed in directly to the professor should be left for him at the Political Studies office (FSS 7005). If the office is closed for the day, assignments may be left in the mail slot around the corner from the office. Assignments will be stamped with the date that the office reopens, which will count as the submission date. Papers handed in after 4:30 p.m. will count as having been handed in on the following workday. Unless the professor has made an exception in advance, assignments may not be submitted by email (except for reaction papers) or slipped under the professor's door.

Extensions will not be provided, unless cleared *at least one week in advance* by the professor. Exceptions will be made only for illness or other situations deemed serious by the professor and supported by adequate documentation. Each day of late submission results in a penalty of 5% (weekends not excluded). Assignments will not be accepted if more than seven days late, in which case the student will receive a failing grade (EIN).

University regulations require all absences and late submissions due to illness be supported by a medical certificate. The Faculty reserves the right to accept or reject the reason put forth if it is not medical. Reasons such as travel, work and errors made while reading the syllabus or exam schedule are not usually accepted.

## SCHEDULE

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All readings are available on the course website. Students will need to download them and bring a copy to class.

### January 15 - Course introduction

Landman, Todd. "Comparative Politics and Human Rights". *Human Rights Quarterly*, vol. 24, no. 4 (November 2002), pp. 890-923. Please focus your attention on the discussion of the comparative method. Do not write a reaction paper on this reading.

Hay, Colin. "Conceptualising structure and agency", *Political Analysis: A Critical Introduction* (Houndmills, UK and New York: Palgrave, 2002), pp. 93-101. Note that only one section of the chapter is assigned; the rest of the chapter is optional. Do not write a reaction paper on this reading.

Hay, Colin. "King Canute and the 'Problem' of Structure and Agency: On Times, Tides and Heresthetics". *Political Studies*, vol. 57, no. 2 (2009), pp. 260-279. Please focus your attention on the nature of the structure-agency debate. Do not write a reaction paper on this reading.

## Part I: States, regimes and institutions

### January 22 - The state

- Tilly, Charles. "War Making and State Making as Organized Crime." In Peter B. Evans, Dietrich Rueschemeyer and Theda Skocpol, eds. *Bringing the State Back In* (Cambridge: Cambridge University Press, 1985), pp. 169-91.
- Vu, Tuong. "Studying the State through State Formation". *World Politics*, vol. 62, no. 1 (January 2010), pp. 148-175.
- Scott, James C. *Seeing Like a State* (New Haven, CT: Yale University Press, 1998), pp. 1-8 and 53-83.

### January 29 - Democracy and democratization

- Tilly, Charles. "Democracy is a Lake". In George Reid Andrews and Herrick Chapman, eds. *The Social Construction of Democracy, 1870-1990* (New York: New York University Press, 1995), pp. 365-87.
- Karl, Terry Lynn and Philippe C. Schmitter. "Modes of transition in Latin America, Southern and Eastern Europe". *International Social Science Journal*, vol. 128, no. 2 (May 1991), pp. 267-282.
- Wood, Elisabeth J. "An Insurgent Path to Democracy: Popular Mobilization, Economic Interests, and Regime Transition in El Salvador and South Africa". *Comparative Political Studies*, vol. 34, no. 8 (October 2001), pp. 862-88.

### February 5 - Communism, authoritarianism and hybrid regimes (term paper topic clearance deadline)

- Verdery, Katherine. "What Was Socialism, and Why Did It Fall?". In *What Was Socialism, and What Comes Next?* (Princeton, NJ: Princeton University Press, 1996), pp. 19-38.
- Ottaway, Marina. *Democracy Challenged: The Rise of Semi-Authoritarianism* (Washington, DC: Carnegie Endowment for International Peace, 2003), pp. 3-27 and 137-160.
- Aras, Bülent and Richard Falk. "Authoritarian 'geopolitics' of survival in the Arab Spring". *Third World Quarterly*, vol. 36, no. 2 (2015), pp. 322-336.

### February 12 - Revolution, civil society and social movements

- Kalandadze, Katya and Mitchell A. Orenstein. "Electoral Protests and Democratization Beyond the Color Revolutions". *Comparative Political Studies*, vol. 42, no. 11 (November 2009), pp. 1403-1425.
- Putnam, Robert D. *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton, NJ: Princeton University Press, 1993), pp. 3-16 and 163-85.
- Calhoun, Craig. "Occupy Wall Street in perspective". *British Journal of Sociology*, vol. 64, no. 1 (March 2013), pp. 26-38.

### February 19 - Reading week (no class)

## Part II: Political economy

**February 26 - The state and development** (term paper proposals due at the beginning of class)

Stubbs, Richard. "What ever happened to the East Asian Developmental State? The unfolding debate". *The Pacific Review*, vol. 22, no. 1 (February 2009), pp. 1-22.

Kay, Cristóbal. "Why East Asia overtook Latin America: agrarian reform, industrialisation and development". *Third World Quarterly*, vol. 23, no. 6 (December 2002), pp. 1073-1102.

Sinha, Aseema. "Rethinking the Developmental State Model: Divided Leviathan and Subnational Comparisons in India". *Comparative Politics*, vol. 35, no. 4 (July 2003), pp. 459-76.

### March 4 - The welfare state

Gough, Ian. "Welfare Regimes in Development Contexts: A Global and Regional Analysis." In Ian Gough and Geoff Wood, eds. *Insecurity and Welfare Regimes in Asia, Africa, and Latin America* (Cambridge and New York: Cambridge University Press, 2004), pp. 15-48.

Block, Fred. "Understanding the Diverging Trajectories of the United States and Western Europe: A Neo-Polanyian Analysis". *Politics & Society*, vol. 35, no. 1 (March 2007), pp. 3-33.

Haggard, Stephan and Robert R. Kaufman. *Development, Democracy, and Welfare States: Latin America, East Asia, and Eastern Europe* (Princeton and Oxford: Princeton University Press, 2008), pp. 1-24 and 346-363.

### March 11 - The political impact of natural resource wealth

Berdal, Mats. "Review Essay: Beyond greed and grievance - and not too soon...". *Review of International Studies*, vol. 31, no. 4 (October 2005), pp 687-98.

Basedau, Matthias and Jann Lay. "Resource Curse or Rentier Peace? The Ambiguous Effects of Oil Wealth and Oil Dependence on Violent Conflict". *Journal of Peace Research*, vol. 46, no. 6 (November 2009), pp. 757-776.

Luong, Pauline Jones and Erika Weinthal. "Rethinking the Resource Curse: Ownership Structure, Institutional Capacity, and Domestic Constraints". *Annual Review of Political Science*, vol. 9 (June 2006), pp. 241-63.

## Part III: Identities

### March 18 - Gender and sexual orientation

Hasan, Zoya. "Gender, Religion and Democratic Politics in India". *Third World Quarterly*, vol. 31, no. 6 (2010), pp. 939-954.

Lambert, Priscilla A. and Druscilla L. Scribner, "A Politics of Difference versus a Politics of Equality: Do Constitutions Matter?" *Comparative Politics* Volume 41 No. 3 (April 2009), pp. 337-357.

Sadgrove, Joanna, Robert M. Vanderbeck, Johan Andersson, Gill Valentine and Kevin Ward. "Morality plays and money matters: towards a situated understanding of the politics of homosexuality in Uganda". *Journal of Modern African Studies*, vol. 50, no. 1 (February 2012), pp. 103-129.

### March 25 - Good Friday (no class)

### April 1 - Ethnicity and nation (course evaluation at the beginning of class)

Smith, Anthony D. *Ethno-symbolism and Nationalism: A Cultural Approach* (London: Routledge, 2009), pp. 1-40.

Gladney, Dru. "Representing Nationality in China: Refiguring Minority/Majority Identities", *Journal of Asian Studies*, vol. 53, no. 1 (February 1994), pp. 92-123.

### April 8 - Presentations, Part 1

Handouts to be distributed ahead of time by presenters.

### April 12 (yes, a Wednesday) - Presentations, Part 2

Handouts to be distributed ahead of time by presenters.

## ***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.