

POL6118 - Core Seminar in Comparative Politics

POL8111 - Seminar in the Minor Field: Comparative Politics

POL9218 - Theories and Problems in Comparative Politics

Professor Stephen Brown

Fall 2017

COURSE OUTLINE

| | |
|---------------------------------|--|
| Class schedule | Thursday, 8:30-11:20am Social Sciences Building, Room 5023 |
| Professor's office hours | Monday, 2:30-4:00pm Social Sciences Building, Room 7052 |
| Email | brown@uottawa.ca (please include course code in subject line) |
| On Virtual Campus | Yes |

OFFICIAL COURSE DESCRIPTIONS

POL6118: Critical study of the principal theoretical approaches in comparative politics, the debates about them and the different methodological frameworks in comparative politics.

- This is the course that M.A. students enroll in, along with Ph.D. students *not* doing a major or minor in comparative politics, including students from other disciplines and universities.

POL8111: Study of the evolution of theories, concepts and methods in comparative politics as an approach to studying domestic politics and transnational influences, including states, regimes and institutions; the politics of identity; and political economy. The comprehensive examination in the *minor* field is held at the end of the course.

- Ph.D. students doing a *minor* in comparative politics register for this course and write the minor comprehensive exam in December 2017.

POL9218: Study of the evolution of theories, concepts and methods in comparative politics as an approach to studying domestic politics and transnational influences, including states, regimes and institutions; the politics of identity; and political economy. The comprehensive examination in the *major* field is held at the end of the course.

- Ph.D. students *majoring* in comparative politics enroll in this course, which continues in Winter 2018. They write the major comprehensive exam in August 2018.

COURSE OBJECTIVES

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). Each week, we will read and discuss a series of readings that have been chosen because of the impact they have made on the discipline or because they reveal innovative trends among researchers. They were selected because of their diverse, often conflicting, theoretical foundations and methodologies.

The 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. It will also help prepare Ph.D. students for the comprehensive exam in comparative politics (major or minor field).

ASSESSMENT METHODS

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 actively participate. 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, critically assessing or raising questions about the reading designed to elicit discussion.

Class attendance is necessary to successfully complete this course. 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 = 2, 2½ or 3 points. Points will be deducted for tardiness. Students whose attendance is insufficient will receive “EIN” as their final mark, which is a 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, except for students registered in POL8111, who must submit eight or nine. 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

and content, 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 and 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 noon on the day before the seminar. 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 four reaction papers will receive "EIN" as their final mark (failure/incomplete).

Variation for students in POL8111: They must submit a minimum of eight reaction papers. They have the option of submitting a ninth, in which case only the best eight will be counted. Other provisions for reaction papers remain the same.

Term papers (does not apply to students in POL8111)

Term paper topics should fall within the themes of the course, broadly defined, and must be approved by the professor by September 28. 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). Students are encouraged to pick a topic that will help them lay the foundation for their master's research paper (MRP), M.A. thesis or Ph.D. thesis.

A research proposal is due on October 12 at the beginning of class. It should consist of a summary of the paper, including the 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 six must be academic journal articles (no page limit).

Term papers are due by December 6 (Group A) or December 14 (Group B) by 4:30 p.m. Their length should be about 20 pages for M.A. students and 25 pages for Ph.D. students (typed, double-spaced, not counting notes or the bibliography). Term papers should cite at least 18 academic sources, including at least eight 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 (does not apply to students in POL8111)

Students will make a very short oral presentation on their term paper, to be followed by about 15 minutes of questions and comments from the class, during the last two classes of the semester (November 23 and November 30). Students should circulate a handout of 2-4 pages to all seminar participants at least 48 hours in advance that clearly states the research question, the tentative argument, the analytical framework 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 (POL6118 and POL 9218)

| Evaluation format | Weight | Date |
|--------------------------|--------|--|
| Research proposal | 10% | October 12 |
| Oral presentation | 5% | Group A: November 23 Group B: November 30 |
| Term paper | 35% | Group A: December 6 Group B: December 14 |
| Reaction papers (4 or 5) | 30% | Throughout the semester |
| Participation | 20% | Throughout the semester |

Note for Ph.D. students *majoring* in comparative politics: POL9218 is a six-credit course that continues during the Winter semester. Your mark for this semester and your mark for the next one each count for half of your final grade for the course.

Components of Final Mark (POL8111)

| Evaluation format | Weight | Date |
|--------------------------|--------|-------------------------|
| Reaction papers (8 or 9) | 80% | Throughout the semester |
| Participation | 20% | Throughout the semester |

Note for Ph.D. students *minoring* in comparative politics: Because you have your comprehensive exam in December, instead of writing a term paper, you will write extra reaction papers, which will help you prepare for the exam.

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 School of Political Studies office (FSS 7005). If the office is closed for the day, assignments may be left in the slot of mailbox number 204,

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. Last-minute 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%. 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 that all absences and all late submissions due to illness be supported by a medical certificate. In the event of an illness or related complications, only the counselling service and the campus clinic (located at 100 Marie-Curie) may issue valid certificates to justify a delay or absence. 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. Please notify the professor well in advance if a religious holiday or event forces your absence during an evaluation.

SCHEDULE AND READINGS

All required readings can be obtained via the university library or Virtual Campus. "Recommended" readings will not be discussed in class, but are listed as resources for students who wish to further explore the topics discussed.

September 7 - Introduction: The comparative method, ontology and the structure-agency debate

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

MacIntyre, Alasdair. "Is a science of comparative politics possible?", *Against the Self-Images of the Age: Essays on Ideology and Philosophy* (New York: Schocken Books, 1971), pp. 260-279.

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.

Recommended:

- Mill, John Stuart. "Two Methods of Comparison". In Amitai Etzioni and Frederic L. Dubow, eds. *Comparative Perspectives: Theories and Methods* (Boston: Little, Brown and Co., 1970), pp. 205-213.
- Sibeon, Roger. "Agency, Structure, and Social Change as Cross-Disciplinary Concepts". *Politics*, vol. 19, no. 3 (1999), pp. 139-144.
- Eckstein, Harry. "Unfinished Business: Reflections on the Scope of Comparative Politics". *Comparative Political Studies*, vol. 31, no. 4 (1998), pp. 505-534.

Part I: States, regimes and institutions

September 14 - 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. 169-191.
- 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: How Certain Schemes to Improve the Human Condition Have Failed* (New Haven, CT: Yale University Press, 1998), pp. 1-8 and 53-83.
- Mitchell, Timothy. "The Limits of the State: Beyond Statist Approaches and Their Critics". *American Political Science Review*, vol. 85, no. 1 (March 1991), pp. 77-96.

Recommended:

- Taylor, Brian D. and Roxana Botea. "Tilly Tally: War-Making and State-Making in the Contemporary Third World". *International Studies Review*, vol. 10, no. 1 (March 2008), pp. 27-56.
- Mann, Michael. "The Autonomous Power of the State: Its Origins, Mechanisms, and Results". *European Journal of Sociology*, vol. 25, no. 2 (1984), pp. 185-213.
- Loveman, Mara. "The Modern State and the Primitive Accumulation of Symbolic Power". *American Journal of Sociology*, vol. 110, no. 6 (May 2005), pp. 1651-1683.

September 21 - Democracy and regime transitions

- O'Donnell, Guillermo and Philippe C. Schmitter. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore and London: Johns Hopkins University Press, 1986, pp. 6-47.
- Way, Lucan. "The Real Causes of the Colour Revolutions". *Journal of Democracy*, vol. 19, no. 3 (July 2008), pp. 55-69. Also read the critiques by Bunce and Wolchick, Beissinger, and Fairbanks, as well as Way's response, *Journal of Democracy*, vol. 20, no. 1 (January 2009).
- Bratton, Michael and Nicolas van de Walle. "Neopatrimonial Regimes and Political Transition in Africa". *World Politics*, vol. 46, no. 4 (July 1994), pp. 453-489.
- 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. 862-888.

Recommended:

- Lipset, Seymour Martin. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy". *American Political Science Review*, vol. 53, no. 1 (March 1959), pp. 69-85 and 100-105 (skim pp. 86-99).
- Geddes, Barbara. "What do we know about democratization after twenty years?". *Annual Review of Political Science*, vol. 2 (June 1999), pp. 115-144.

September 28 - Civil society, collective action and resistance (topic clearance deadline)

Putnam, Robert D. *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton, NJ: Princeton University Press, 1993), pp. 3-16 and 163-85.

Tarrow, Sidney G. *Power in Movement: Social Movements and Contentious Politics*, Third Edition (Cambridge: Cambridge University Press, 2011), pp. 16-34 and 140-156.

Goodwin, Jeff and Theda Skocpol. "Explaining Revolutions in the Contemporary Third World". *Politics & Society*, vol. 17, no. 4 (December 1989), pp. 489-509.

Scott, James C. *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven, CT and London: Yale University Press, 1990), pp. 1-16 and 183-201.

Recommended:

- Skocpol, Theda. *States and Social Revolutions: A Comparative Analysis of France, Russia, and China* (Cambridge and New York: Cambridge University Press, 1979).
- Kalyvas, Stathis N. and Adam Kocher. "How 'Free' Is Free Riding in Civil War? Violence, Insurgency, and the Collective Action Problem". *World Politics*, vol. 59, no. 2 (January 2007), pp. 177-216.
- McAdam, Doug, John D. McCarthy and Mayer N. Zald. *Comparative perspectives on social movements: political opportunities, mobilizing structures, and cultural framings* (Cambridge and New York: Cambridge University Press, 1996).

Part II: Political economy

October 5 - The welfare state

Larsen, Christian Albrekt, "How Welfare Regimes Generate and Erode Social Capital: The Impact of Underclass Phenomena". *Comparative Politics*, vol. 40, no. 1 (October 2007), pp. 83-101.

Cox, Robert Henry. "The Social Construction of an Imperative: Why Welfare Reform Happened in Denmark and the Netherlands but Not in Germany". *World Politics*, vol. 53, no. 3 (April 2001), pp. 463-98.

Lautier, Bruno. "Les politiques sociales à l'épreuve des réformes de marché". *Revue internationale de politique comparée*, vol. 17, no. 3 (2010), pp. 23-55.

Orloff, Anne Shola. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States". *American Sociological Review*, vol. 58, no. 3 (June 1993), pp. 303-328.

Recommended:

- Cameron, David. "The Expansion of the Public Economy: A Comparative Analysis". *American Political Science Review*, vol. 72, no. 4 (December 1978), pp. 1243-61.
- Pierson, Paul. "The New Politics of the Welfare State". *World Politics*, vol. 48, no. 2 (January 1996), pp. 143-179.
- Clayton, Richard and Jonas Pontusson. "Welfare-State Retrenchment Revisited". *World Politics*, vol. 51, no. 1 (October 1998), pp. 67-98.
- Schmidt, Vivien A. "Putting the Political Back into Political Economy by Bringing the State Back in yet Again". *World Politics*, vol. 61, no. 3 (July 2009), pp. 516-546.

October 12 - 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.

Flores-Macías, Gustavo A. "Statist vs. Pro-Market: Explaining Leftist Governments' Economic Policies in Latin America". *Comparative Politics*, vol. 40, no. 4 (July 2010), pp. 413-433.

Boone, Catherine. "Property and Constitutional Order: Land Tenure Reform and the Future of the African State". *African Affairs*, vol. 106, no. 425 (October 2007), pp. 557-586.

Recommended:

- Bates, Robert H. *Market and States in Tropical Africa: The Political Basis of Agriculture Policies* (Berkeley, Los Angeles and London: University of California Press, 1981), pp. 1-8 and 81-118.
- Evans, Peter. "Transferable Lessons? Re-examining the Institutional Prerequisites of East Asian Economic Policies". *Journal of Development Studies*, vol. 34, no. 6 (August 1998), pp. 66-86.
- Fritz, Verena and Alina Rocha Menocal. *Developmental States in the New Millennium: Concepts and Challenges for a New Aid Agenda*. *Development Policy Review*, vol. 25, no. 5 (September 2007), 531-552.
- Routley, Laura. "Developmental States in Africa? A Review of Ongoing Debates and Buzzwords". *Development Policy Review*, vol. 32, no. 2 (March 2014), pp. 159-177.
- 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.

October 19 - The political impact of natural resource wealth

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.

González-Espinosa, Ana Carolina. "La gauche et la continuité du projet extractiviste. Bolivie, Équateur, Venezuela". In Olivier Dabène, ed. *La Gauche en Amérique latine, 1998-2012* (Paris: Presses de Sciences Po, 2012), pp. 335-365.

Ross, Michael L. "Does Oil Hinder Democracy?". *World Politics*, vol. 53, no. 3 (April 2001), pp. 325-361.

Oskarsson, Sven and Eric Ottosen. "Does Oil Still Hinder Democracy?". *Journal of Development Studies*, vol. 46, no. 6 (2010), pp. 1067-1083.

Recommended:

- 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.
- 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.

October 26 - Reading Week (no class)

Part III: Identities

November 2 - Ethnicity, race and nation

- Gil-White, Francisco J. "How Thick is Blood? The Plot Thickens: If Ethnic Actors are Primordialists, What Remains of the Circumstantialist/Primordialist Controversy?". *Ethnic and Racial Studies*, vol. 22, no. 5 (September 1999), pp. 789-820.
- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, revised edition (London: Verso, 2006), pp. 1-7 and 113-140.
- Marx, Anthony W. "Race-Making and the Nation-State". *World Politics*, vol. 48, no. 2 (January 1996), pp. 180-208.
- Chandra, Kanchan. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science*, vol. 9 (June 2006), pp. 397-424.

Recommended:

- Fearon, James D. and David D. Laitin. "Ethnicity, Insurgency, and Civil War". *American Political Science Review*, vol. 97, no. 1 (February 2003), pp. 75-90.
- Posner, Daniel P. "Regime Change and Ethnic Cleavages in Africa," *Comparative Political Studies*, vol. 40, no. 11 (November 2007), pp. 1302-1327.

November 9 - Culture and citizenship

- Brubaker, Rogers. *Citizenship and Nationhood in France and Germany* (Cambridge, MA and London: Harvard University Press, 1992), pp. 1-34.
- Yashar, Deborah J. "Democracy, Indigenous Movements, and the Postliberal Challenge in Latin America". *World Politics*, vol. 52, no. 1 (1999), pp. 76-104.
- Rosen, Lawrence. "Expecting the Unexpected: Cultural Components of Arab Governance". *Annals of the American Academy of Political and Social Science*, no. 603 (January 2006), pp. 163-178.
- Wedeen, Lisa. "Conceptualizing Culture: Possibilities for Political Science". *American Political Science Review*, vol. 96, no. 4 (December 2002), pp. 713-728.

Recommended:

- Hobsbawm, Eric. "Introduction: Inventing Traditions". In Eric Hobsbawm and Terence Ranger, eds. *The Invention of Tradition* (Cambridge and New York: Cambridge University Press, 1983), pp. 1-14.

November 16 - Gender, sexuality and religion

Blaydes, Lisa and Drew A. Linzer. "The Political Economy of Women's Support for Fundamentalist Islam". *World Politics*, vol. 60, no. 4 (July 2008), pp. 576-609.

Celis, Karen and Sarah Childs. "The Substantive Representation of Women: What to Do with Conservative Claims?". *Political Studies*, vol. 60, no. 1 (March 2012), pp. 213-225.

Gamson, Joshua. "Must Identity Movements Self-Destruct? A Queer Dilemma". *Social Problems*, vol. 42, no. 3 (August 1995), pp. 390-407.

Ellis, Stephen, and Gerrie ter Haar. "Religion and Politics in Sub-Saharan Africa". *Journal of Modern African Studies*, vol. 36, no. 2 (June 1998), pp. 175-201.

Recommended:

- Mackenzie, Megan. "Securitizing Sex? Towards A Theory of the Utility of Wartime Sexual Violence". *International Feminist Journal of Politics*, vol. 12, no. 2 (June 2010), pp. 202-221.

November 23 - Group A presentations

Handouts to be distributed ahead of time by presenters.

November 30 - Group B presentations

Handouts to be distributed ahead of time by presenters.

Be Aware of Academic Fraud!

Academic fraud consists of dishonest and wrongful acts on exams, test or assignments, resulting in flawed grades and assessments. The University does not tolerate academic fraud, and anyone found guilty of this behaviour is subject to severe penalties.

Examples of academic fraud

- Plagiarize or cheat in any way
- Present falsified research data
- Submit work you did not write in full or in part
- Present work from another course without written permission from the professors involved.

The Internet has made it very easy to detect cases of plagiarism since, with just a few words entered in a search engine, professors can quickly located original sources of plagiarized work.

For more information on academic fraud and how to avoid it, visit <http://www.studentservices.uottawa.ca/guides-en.html> and <http://www.uottawa.ca/academic-regulations/academic-fraud.html>.

Persons who commit or attempt to commit academic fraud or who are involved in any way in cases of fraud committed will be penalized. Here are some examples of sanctions for academic fraud:

- The student will receive a grade of “F” for the assignment or course
- The requirement to complete additional credits (3 to 30 credits)
- Suspension or expulsion from the Faculty.

You can read the academic regulation at: <http://www.uottawa.ca/administration-and-governance/academic-regulation-14-other-important-information>.

Sexual harassment and violence

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit <http://www.uottawa.ca/sexual-violence-support-and-prevention/>.

Resources for you

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 student 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://sass.uottawa.ca/en/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 Development Centre - <http://www.uottawa.ca/career-development-centre/>

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 and Coaching Service - <http://sass.uottawa.ca/en/personal>

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 Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

Community Life Service - <http://www.uottawa.ca/communitylife/>

The Community Life Service aims to help enrich the student experience.