

Political Science 2245E
Introduction to Comparative Politics
First Term, Fall 2019

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Office hours: W 1:30-3:00 or by appointment

Course Description:

This course has the aim of setting out the major themes, concepts, and approaches used in comparative politics while at the same time providing students with an introductory look at the character of political life in a variety of areas of the world. It will emphasize that comparative politics is both a subject and a method. Accordingly, its practitioners aspire to learn not simply by studying other countries, but by systematically comparing and contrasting their political processes and structures in the hope of deriving more general knowledge. This comparative enterprise is, however, best conducted on a solid conceptual, theoretical, and historical foundation, the development of which will concern us greatly over the course of the year. The first term will give priority to the experience of the global north, and especially Europe and Russia, though with the northern experience immediately and consistently set in relation to that of the rest of the world. The aim will be to offer a critical and comparative introduction to the major concepts and explanatory approaches derived from the first waves of economic, social, and political modernity. Among other things, this will lay the groundwork for a detailed examination of the developing world, or global south, in the second term, which will in turn stimulate critical reflection upon the concepts and theories developed in the first term.

Learning Outcomes:

This segment of the course aims to enable students to:

- (a) define the subfield of comparative politics and extend their understanding of politics through structured comparative analysis;
- (b) identify the distinctive political features of the global north, as well as the major differences setting regions and countries apart from each other;
- (c) understand and apply the major concepts and theories that help us make sense of these similarities and differences.

First-Term Requirements and Evaluation:

- (1) a 50-minute mid-term exam, on October 9, based on questions distributed in advance (15%);
- (2) a two-hour mid-year exam, held during the December exam period (35%);
- (3) a research paper of 7-9 pages in length, due November 14 in class (40%);
- (4) regular, active, and informed participation, where possible in the Thursday lecture sessions, but especially in the Wednesday tutorial meetings (10%).

***There is no required textbook for purchase this term.

*** Tutorial discussions will be based on questions derived from the weekly readings listed below – there is no additional list of tutorial readings. Tutorial questions will be posted on OWL with your weekly reading guide as well as the readings themselves.

*** Electronic devices will be permissible only for the purpose of note-taking and any other class-related activities. Disruptive use of these devices will not be permitted.

***Prerequisite: Political Science 1020E or permission of the instructor. Antirequisite: Political Science 245E.

COURSE READINGS

Week One

Course Introduction (September 5)

No required readings.

Week Two

The Comparative Method: Concepts, Theory, and the Study of Revolutions (September 12)

David J. Samuels, *Comparative Politics* (Pearson, 2013), chapter 1.

B. Guy Peters, "Approaches in Comparative Politics," in Daniele Caramani, ed., *Comparative Politics* (2nd edition, Oxford University Press, 2011).

Stephen K. Sanderson, *Revolutions: A Worldwide Introduction to Social and Political Contention* (Paradigm Publishers, 2010), pp. 1-4.

Week Three

State Formation and Failure (September 19)

Max Weber, "Politics as a Vocation," in H.H. Gerth and C. Wright Mills, *From Max Weber: Essays in Sociology* (New York: Oxford University Press, 1946), pp. 77-87.

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 5th edition, 2015), pp. 38-45.

Jeffrey Herbst, "War and the State in Africa." *International Security* vol. 14, no. 4 (Spring 1990).

Robert I. Rotberg, "The New Nature of Nation-State Failure." *The Washington Quarterly* vol. 25, no. 3 (Summer 2002).

Week Four

Ethnicity, Nationalism, and Identity (September 26)

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Verso, 1983), pp. 1-7.

Rogers Brubaker, "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis." *International Sociology*, vol. 5, no. 4 (December 1990).

John R. Bowen, *Why the French Don't Like Headscarves: Islam, the State, and Public Space* (Princeton University Press, 2007), chapter 2.

Week Five

Capitalism, Class, and Conceptions of Political Development (October 3)

Alexis de Tocqueville, "Author's Introduction," in *Democracy in America* (Harper and Row, 1966).

Seymour Martin Lipset, "Political Man: The Social Bases of Politics," in Robert Dahl, Ian Shapiro, and Jose Antonio Cheibub, eds., *The Democracy Sourcebook* (The MIT Press, 2003), pp. 56-64.

Karl Marx, "Manifesto of the Communist Party," in Robert C. Tucker, *The Marx-Engels Reader* (WW Norton & Company, 1978), pp. 473-91, 499-500.

Week Six

Culture, Civil Society, and the Question of Social Capital (October 10)

Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton University Press, 1993), chapters 4 (pp. 86-106) and 6.

Peter A. Hall and Michele Lamont, "The Wear and Tear of our Daily Lives." *The Globe and Mail* (Op. Ed., Friday November 13, 2009).

***Mid-term exam to be held during tutorial meetings, October 9.

Week Seven

Patterns of Regime Change I: Sources of Authoritarianism and Totalitarianism (October 17)

Sheri Berman, "Civil Society and the Collapse of the Weimar Republic." *World Politics* vol. 49, no. 3 (April 1997; abridged version, in Patrick O'Neil and Ronald Rogowski, *Essential Readings in Comparative Politics*, pp. 294-305).

Michael Mann, "The Contradictions of Continuous Revolution," in Ian Kershaw and Moshe Lewin, eds., *Stalinism and Nazism: Dictatorships in Comparison* (Cambridge University Press, 1977).

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 6th edition, 2016), pp. 176-84 (and figure 6.1 on p. 285), 274-82.

Week Eight

Patterns of Regime Change II: Democratization (October 24)

Jorgen Moller and Svend-Erik Skaaning, *Democracy and Democratization in Comparative Perspective: Conceptions, Conjunctures, Causes, and Consequences* (Routledge, 2013), pp. 65-89, 127-41.

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 6th edition, 2018), pp. 282-86.

Week Nine

Patterns of Regime Change III: Now How Much Change, and in Which Direction? (October 31)

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 6th edition, 2018), pp. 286-303.

Thomas P. Bernstein, "Resilience and Collapse in China and the Soviet Union," in Martin K. Dimitrov, ed., *Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe* (Cambridge University Press, 2013).

Steven Levitsky and Lucan A. Way, "The Rise of Competitive Authoritarianism." *Journal of Democracy* vol. 13, no. 2 (April 2002).

Week Ten

Democratic Institutions I (November 14)

Jan-Erik Lane, "Two Great Constitutional Paths," in Lane, *Constitutions and Political Theory* (2nd edition; Manchester University Press, 2011), chapter 1, pp. 19-33.

Juan J. Linz, "The Perils of Presidentialism," in Robert Dahl, Ian Shapiro, and Jose Antonio Cheibub, eds., *The Democracy Sourcebook* (The MIT Press, 2003), pp. 258-65.

***Term paper due *at the beginning* of lecture, November 14.

Week Eleven

Democratic Institutions II (November 21)

Arend Lijphart, *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries* (Yale University Press, 2012), chapters 2 (pp. 9-20) and 3 (pp. 30-40).

Meg Russell, "What are Second Chambers For?" *Parliamentary Affairs* vol. 54 (2001).

Alan Renwick, "How Likely is Proportional Representation in the House of Commons? Lessons from International Experience." *Government and Opposition* vol. 44, no. 4 (Oct. 2009).

Week Twelve

Advanced Democracies: Political Economy, Partisanship, and Postmodernism (November 28)

Niall Ferguson, *The Cash Nexus: Money and Power in the Modern World 1700-2000* (Basic Books, 2002), pp. 81-92.

Adam Przeworski and Michael Wallerstein, *Capitalism and Social Democracy* (Cambridge University Press, 1985), pp. 207-11, 218-21.

Mark Mazower, *The Dark Continent: Europe's Twentieth Century* (Vintage Books, 1998), pp. 292-302.

Sheri Berman and Maria Snegovaya, "Populism and the Decline of Social Democracy." *Journal of Democracy* vol. 30, no. 3 (July 2019).

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 6th edition, 2018), pp. 126-29, 254-61.

Week Thirteen

Extra-Institutional Politics: Social Movements and Terrorism (December 5)

Charles Tilly and Lesley J. Wood, *Social Movements 1768-2012* (Paradigm Publishers, 3rd edition, 2013), chapter 2.

Colin J. Beck, "The Contribution of Social Movement Theory to the Study of Terrorism." *Sociology Compass* vol. 2, no. 5 (September 2008).

APPENDIX TO UNDERGRADUATE COURSE OUTLINES

DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar*

<http://www.westerncalendar.uwo.ca/>

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. https://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

- The Registrar's office can be accessed for Student Support Services at www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at: <https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic

Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.