

**Political Science 2545G**  
**Foundations of Comparative**  
**Politics**  
**Winter Term 2025**

**Course Director**

Professor Bruce Morrison

SSC 7225

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Office hours: Thursday 4-5:30 or by appointment

**Course Description**

Why do states vary so much in terms of their capacity and impact? Why do we see different political regimes in different countries and regions, and at different times? Why have different parts of the globe taken up different pathways to economic development, and with varying results? Why do democracies differ in institutional structure, and with what performance effects? Why have we seen a broad turn to populist approaches to politics in recent years? These are amongst the key questions we will address in Comparative Politics 2545G. More broadly, the 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 term.

**Learning Outcomes**

This course aims to enable students to:

- (a) define the subfield of comparative politics and expand their understanding of politics through structured comparative analysis
- (b) identify the key features of the world's political systems, 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

**Course Format**

This course features two-hour lectures on Thursdays, and one-hour tutorials at scheduled times on Wednesdays. The lectures will contextualize and clarify the readings, draw out key connections and implications, and extend well beyond the readings in relevant ways. This is where the various components of the course come together. Tutorials will focus on questions posted on OWL in your weekly reading guide. Come prepared to earn your grades through effective participation. Respectfully sharing your thoughts on the relevant issues is good, but doing so in direct response to the assigned readings and lecture materials is much better. Show us that you understand what you're being taught, that you can apply it to the issues at hand, and

ideally that you are capable of thinking critically about the concepts and theories you're addressing. Asking well-informed questions can also be a key element of good tutorial participation. Keep working at it over the course of the term, and you will likely see the quality of your contributions steadily improve.

**\*\*\*Prerequisite:** Political Science 1020E or permission of the instructor. Anti-requisites: Political Science 245E or 2245E. Students are responsible for ensuring that they either have the prerequisites or special approval. The consequences of failure to do so are not subject to appeal.

**\*\*\***There is no required textbook for purchase this term. The readings will be accessible on OWL, at the "Course Readings" site.

### **Requirements and Evaluation**

- (1) a one-hour mid-term exam, in class on March 6<sup>th</sup>, covering weeks 2-7 – multiple choice format (20%); if required, the makeup exam will take place Friday, March 14<sup>th</sup> at 11 am
- (2) a two-hour final exam, during the formal exam period – hybrid format: multiple choice and written answers (40%)
- (3) a research paper of 8-10 pages in length, due March 21<sup>st</sup> at 11:59 pm, though with 72 hours flexibility – so no late penalty before 11:59 pm on March 24<sup>th</sup>, two points per day thereafter (30%)
- (4) regular, active, and informed participation in the weekly tutorial meetings (10%)

**\*\*\***Further details on the various graded requirements will be provided at the introductory class on January 9<sup>th</sup>, and in more detailed assignment descriptions on the OWL site.

### **Extensions and Accommodations**

The mid-term exam will be the course requirement with accommodation limited exclusively to those providing supportive documentation. The makeup exam is scheduled for March 14<sup>th</sup> at 11 am for those granted such accommodation. The research paper will feature deadline flexibility – if you require medical or other accommodation, this must be registered before the proper deadline, or by March 21<sup>st</sup>. All requests for accommodation must proceed through Academic Counselling, not the professor or TAs. Students with a formal accommodation permitting them to write separately or with extra time should contact Accessible Education as soon as possible.

### **Plagiarism and AI**

Academic offenses such as plagiarism and reliance on AI technologies such as ChatGPT will be taken very seriously. Students are expected to research and write their own assignments in full. Electronic copies of all assignments submitted on OWL are automatically processed by the plagiarism detection service turnitin.com. Please be advised that: 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.

## **Appeals**

Grade appeals must first be made through your TA, beginning with a brief statement (1-3 paragraphs) of what you feel the grader missed or failed to fully appreciate in your paper. The appeal will only be taken up if the provided reasons are sufficiently compelling. Please wait at least 48 hours after the release of grades before submitting a grade appeal. No appeal will be accepted beyond three weeks after the release of grades.

## **Lecture Notes**

Success in this course requires lecture attendance and a good set of notes for studying. Students who miss a lecture should acquire notes from a classmate. Lecture slides will not generally speaking be provided to students. I will make exceptions in cases of long quoted passages or exceptionally wordy slides, which will be posted.

## **COURSE READINGS**

### **Week One**

***Course Introduction*** (January 9)

No required readings. No tutorials – they will begin in week two.

### **Week Two**

***The Comparative Method: Concepts, Theory, and Cases*** (January 16)

Arend Lijphart, 1971. "Comparative Politics and the Comparative Method." *American Political Science Review* 64: 682-93.

Peter A. Hall, 2006. "Systematic Process Analysis: When and How to Use it." *European Management Review* 3: 24-31.

Daniele Caramani, 2010. "Of Differences and Similarities: Is the Explanation of Variation a Limitation to (or of) Comparative Analysis?" *European Political Science* 9: 34-48.

### **Week Three**

***State Formation and Fragility*** (January 23)

Max Weber, 1958. "Politics as a Vocation." In *From Max Weber: Essays in Sociology*, eds., HH Gerth and C. Wright Mills. Galaxy, pp. 77-84.

Charles Tilly, 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, eds., Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol. Cambridge University Press.

Jeffrey Herbst, 1990. "War and the State in Africa." *International Security* 14 (4): 117-39.

## **Week Four**

### ***Ethnicity, Nationalism, and Identity*** (January 30)

Benedict Anderson, 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Verso), chapters 1 (pp. 5-7) and 3 (pp. 37-46).

Rogers Brubaker, 1990. "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis." *International Sociology* 5 (4): 379-407.

Daniel Posner, 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98 (4): 529-45.

## **Week Five**

### ***Capitalism, Class, and Conceptions of Political Development*** (February 6)

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

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

Adam Przeworski and Fernando Limongi, 1997. "Modernization: Theories and Facts." *World Politics* 49 (2): 155-83 (pp. 155-78; the rest is recommended rather than required).

## **Week Six**

### ***Colonial and Post-colonial Politics*** (February 13)

Nicolas van de Walle, 2007. "Meet the New Boss, Same as the Old Boss? The Evolution of Political Clientelism in Africa." In *Patrons, Clients, and Policies: Patterns of Democratic Accountability and Political Competition*, eds., Herbert Kitschelt and Steven I. Wilkinson. Cambridge University Press.

Maya Tudor, 2017. "The Nationalist Origins of Political Order in India and Pakistan." In *States in the Developing World*, eds., Miguel Centeno, Atul Kohli, and Deborah J. Yashar. Cambridge University Press.

**\*\*\*Break Week: No tutorials February 19, no lecture February 20**

## **Week Seven**

### ***Logics and Patterns of Development in the Global South*** (February 27)

Andre Gunder Frank, 1984. "The Development of Underdevelopment." In *The Political Economy of Development and Underdevelopment*, ed., Charles Wilber. Random House, pp. 99-108.

Peter B. Evans, 1989. "Predatory, Developmental, and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State." *Sociological Forum* 4 (4): 561-87 (pp. 561-76 and 581-7; the rest is recommended rather than required).

Ha-Joon Chang, 2003. "Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective." *Oxford Development Studies* 31 (1): 21-32.

### **Week Eight**

***Mid-term Exam, and Civil Society and Social Capital*** (March 6)

Prepare for and take the *one-hour mid-term exam, Thursday 1:30-2:30 pm*. Then listen at your own convenience to the *posted lecture (roughly one hour)*. There will be *no* tutorials this week.

Recommended readings related to the posted lecture (these readings are *not* required, *not* subject to examination in the April final):

Robert Putnam, 1993. *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton University Press), chapters 4 (pp. 86-106) and 6 (pp. 167-81).

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

### **Week Nine**

***Regime Change I: Sources of Authoritarianism and Totalitarianism*** (March 13)

Natasha Ezrow and Erica Frantz, 2011. *Dictators and Dictatorships: Understanding Authoritarian Regimes and their Leaders* (Continuum), pp. 1-7.

Sheri Berman, 1997. "Civil Society and the Collapse of the Weimar Republic." *World Politics* 49 (3): 401-429.

Thomas P. Bernstein, 2013. "Resilience and Collapse in China and the Soviet Union." In *Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe*, ed., Martin K. Dimitrov. Cambridge University Press, pp. 40-64.

### **Week Ten**

***Regime Change II: Democratization, Waves, and Hybrids*** (March 20)

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

Steven Levitsky and Lucan A. Way, 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy* 13 (2): 51-65.

**\*\*No tutorials this week – good luck on your research papers!**

## **Week Eleven**

### ***Institutionalizing Democracy*** (March 27)

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

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

Arend Lijphart, 1991. "Constitutional Choices for New Democracies." *Journal of Democracy* 2 (1): 72-84.

Alan Renwick, 2009. "How Likely is Proportional Representation in the House of Commons? Lessons from International Experience." *Government and Opposition* 44 (4): 366-384.

## **Week Twelve**

### ***Populism, Parties, and Partisanship*** (April 3)

Cas Mudde, 2017. "Populism: An Ideational Approach." In *The Oxford Handbook of Populism*, eds., Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy. Oxford University Press, pp. 27-46.

Kurt Weyland, 2021. "How Populism Corrodes Latin American Parties." *Journal of Democracy* 32 (4): 42-55.

Sheri Berman and Maria Snegovaya, 2019. "Populism and the Decline of Social Democracy." *Journal of Democracy* 30 (3): 5-19.

## **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](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 [http://counselling.ssc.uwo.ca/procedures/having\\_problems/index.html](http://counselling.ssc.uwo.ca/procedures/having_problems/index.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. [http://www.uwo.ca/univsec/academic\\_policies/index.html](http://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.

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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](mailto: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 <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at: <http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.