

DALHOUSIE UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE
Political Science 2301.03: Comparative Politics: Developed Democracies under Pressure

Instructor: Robert Finbow, Henry Hicks 365, (902-494-6606), finbow@dal.ca
Office Hours: M-F 3:00- 4:00 or by appointment.

We live in an era of rapid change world-wide, in which political activities and decisions hold striking consequences for peoples' lives. In Western Europe, for example, politicians and citizens are struggling with the implications of deeper and wider European integration for their own nation-states; in Eastern Europe, former Communist countries are attempting the difficult transition to liberal democratic and market-based political and economic structures. In countries like Russia and Mexico, citizens are struggling to overcome the legacies of an authoritarian system and secure a democratic future but are facing setbacks along the way. The United Kingdom is divorcing from the EU and its internal unity looks somewhat dubious. The United States is experiencing intense polarization of political life – with an eccentric charismatic leader - and the operation of its constitution suddenly seems problematic. Japan is buffeted by changing demographic and economic circumstances which have brought its post-war liberal democratic model into stagnation. This course proceeds on the assumption that it is fascinating to study diverse political systems and processes in their own right; but further, that through comparison and generalization, we can gain a better understanding of the characteristics of politics everywhere, including our own country.

The course surveys the methods and scope of Comparative Politics. It does so through an examination of what have been the two major prototypes of democratic systems in the contemporary world: liberal democracies (industrial, capitalist nations) featuring examples of presidential systems (USA – with references to France) and parliamentary models (UK and Japan, with references to Germany); and illiberal democracies and competitive authoritarian models as found in some post-communist (Russia) and emerging industrialized states (Mexico). After a general overview of the nature of these classifications, countries from each will be studied in depth. Concepts and theories which are useful for comparing political life in various countries will be discussed including electoral politics, social diversity, gender politics and the challenges facing states in the era of enhanced globalization. In each case, contemporary trends which put democratic practices under pressure or threaten their continuity altogether will be introduced. It is paired with POLI 2302 on Developing States to provide the core undergraduate requirement in Comparative Politics

FORMAT

The class will meet for lectures two days a week. Opportunities for questions and discussion will be built into this time. The grading thresholds are:

90-100 = A+	77-79 = B+	65-69 = C+	50-54 = D
85-89 = A	73-76 = B	60-64 = C	below 50 = F
80-84 = A-	70-72 = B-	55-59 = C-	

Note that the deadline by which a student may withdraw from the course is 2nd October without a W on the transcript.

TEXTBOOK:

Students are expected to purchase the following **text**, which forms the basic reading requirements of the course: **Patrick H. O'Neil, Keith Shields and Don Share, Comparative Politics: an Integrated Approach (Norton, 2017).**

Other course materials including articles and e-book chapters, will be made available online via the class Brightspace page or on reserve at the Killam Library.

RESERVE READINGS:

Additional books have been placed on reserve in the Killam Library for those interested in a particular group of countries. *These texts include:*

John McCormick, Comparative Politics in Transition 7th edition (Belmont, CA: Wadsworth/Thompson, 2013). **Killam In-Library Reserves JF 51 M445 2013**

Charles Hauss, Comparative Politics: Domestic Responses to Global Challenges. **Killam in-Library Reserves- JF 51 H33 2003**

Howard Wiarda, Comparative Democracy and Democratization. **Killam In-Library Reserves JC 421 C57 2002**

Other useful texts and readings have also been placed on reserve. Some of these are assigned for specific class topics; others will be valuable in preparations for exams, essays and group projects.

COMPARATIVE POLITICS ON THE WEB:

A Brightspace site has been set up for Political Science 2301. As this is a news system the site will be updated throughout the term. This site will feature course handouts, links to websites detailing case study countries, resources for study, essay writing, and general Internet resources for political scientists. There are many valuable resources for political analysis on the web including government and party pages, journalistic and news resources, commentaries by interest groups, political dissidents, etc., as well as information about the cultures, societies and economies of our case studies and most other countries in the world. *Students will be encouraged to nominate pages and links for inclusion on Brightspace.*

OUTLINE OF TOPICS

Topic 1: Introduction: overview of Comparative Politics in the Developed World

Read: O'Neil, Shields and Share Introduction to Comparative Politics.

Timothy C. Lim, "Introduction: What is Comparative Politics?" in *Doing comparative politics: An introduction to approaches and issues*. (2nd Edition) Lynne Rienner Publishers, 2010.

<https://www.rienner.com/uploads/4c1a4af61bdb3.pdf>

Recommended: McCormick, Introduction, pp. 2-23. (on reserve).

Howard J. Wiarda, Introduction to Comparative Politics: Concepts and Processes Orlando: Harcourt, Brace, 2000), Chapter 1, 2. JF 128 W5 1993 –In Killam Library Reserve

Topic 2: Comparing States, Systems and Economies

Read: O’Neil, Shields and Share “States”; “Nations and Society” “Political Economy”

Recommended: McCormick, 23-56. (on reserve).

Topic 3 : Comparing Liberal and Illiberal Democracies:

O’Neil, Shields and Share Chapter 6 “Democratic Regimes” pp. 143-74; Chapter 7 “Developed Democracies” 175-201.

Fareed Zakaria, “The Rise of Illiberal Democracy,” *Foreign Affairs* 76, 6 (November/December 1997): 22-43

<http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/214284293?accountid=10406>

Recommended: McCormick, pp. 23-33.

Haus, Comparative Politics: Domestic Responses to Global Challenges, Chapter 3, “Industrialized Democracies,”–

Topic 4: Comparing Post-communist and Authoritarian States

Read: O’Neil, Shields and Share Chapter 9 “Communism and Postcommunism” p. 383-415

Steven Levitsky and Lucan Way. "The Rise of Competitive Authoritarianism." *Journal of Democracy* 13, no. 2 (2002): 51-65.

<http://ezproxy.library.dal.ca/login?url=https://muse.jhu.edu/article/17196>

Recommended: McCormick, pp. 193-205;

Haus, Comparative Politics: Domestic Responses to Global Challenges, Chapter 9, “Current and Former Communist Regimes.” – coming soon

Leon Aron, (2011), “Everything You Think You Know About the Collapse of the Soviet Union Is Wrong: *And why it matters today in a new age of revolution,” *Foreign Policy*, July/August, <http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/875231669?accountid=10406>

Topic 5: Presidentialism: Politics in the United States

Read: O’Neil, Shields and Share “United States” 233-46.

Recommended: McCormick, pp. 70-78, 81-92.

Hauss, Chapter 3, “The United States”

Topic 6: Parliamentarism Founded: Politics in the U.K.

Read: O’Neil, Shields and Share “United Kingdom”, 202-218.

Recommended: McCormick, pp. 110-188, 120-131

Hauss, Chapter 4, “Great Britain.

Topic: 7 Parliamentarism Adapted: Politics in Japan

Read: O’Neil, Shields and Share “Japan”. 322-340

Recommended: McCormick, pp. 150-158, 161-172.

Hauss Chapter 8, “Japan” (On Reserve).

Topic 8: Politics in Russia: Back to Authoritarianism?

Read: O’Neil, Shields and Share “Russia” 416-431.

Recommended: McCormick, pp. 206-215, 216-229.

Hauss, Chapter 9, “Russia” (On Reserve).

Topic 9: Politics in Mexico: Illiberal Democracy?

Read: O’Neil, Shields and Share “Mexico” 568-581.

Recommended: McCormick, pp. 302-310, 313-323

Hauss, Chapter 16, “Mexico” (On Reserve)

Topic 10: Political parties and election systems

Read: O’Neil, Shields and Share pp. 162-72; 217-223; 245-50; 337-46; 430-35; 580-559.

Recommended McCormick, pp. 92-99, 132-139, 173-181, 229-37, 323-331.

Topic 11: Political Cleavages: Class, Ethnicity, Religion, Nationalism

Read: O’Neil, Shields and Share pp. 52-81; 224-26; 251-53; 347-48; 436-37; 591-92

Recommended Michael Keating, Nations Against the State chs, 1-3, 7. JC 311 K36 1996-Killam Library Reserve

Topic 12: Gender Politics and Political Participation:

Read: Lane Kenworthy and Melissa Malami “Gender Inequality in Political Representation: A Worldwide Comparative Analysis” *Social Forces*, 78 (1) (Sep., 1999), pp. 235-268.

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=2374573&site=ehost-live>

Joyce Gelb, and Marian Lief Palley, *Women and Politics around the World: A Comparative History and Survey*. Santa Barbara, Calif.: ABC-CLIO, 2009. chapters on US, Japan, Mexico, Russia On Reserve DAL Killam Library (**HQ 1236 W5876 2009 v.2**)

Rosie Campbell, Sarah Childs, and Joni Lovenduski. "Do women need women representatives?" *British Journal of Political Science* 40.01 (2010): 171-194.

<http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/195320495?accountid=10406>

Recommended:

Pamela Paxton and Sheri Kunovich “Women's Political Representation: The Importance of Ideology” *Social Forces* (2003) 82 (1): 87-113.

<http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/229849304?accountid=10406>

Nelson and Chodhury (eds.), *Women and Politics Worldwide*, pages 3-24 and chapters on US, Britain, Japan, Mexico, Russia, (on reserve) **HQ 1236 W6363 1994**

See also the links to items on Russia, US, UK, Japan and Mexican women in politics on Brightspace.

Topic 13: Political Systems, Outcomes and Futures

Read: O'Neil, Shields and Share “Globalization and the Future of Comparative Politics” 692-717 and pages 227-31; 254-59; 349-53; 438-43; 593-99.

Recommended: McCormick, pp. 106-107, 146-147, 188, 244, 338.

Hauss, Chapter 17, “Global Challenges & Domestic Responses.”

EVALUATION: The final grade will be arrived at as follows:

Participation/Attendance/Web Activity	Throughout the term	20%
Quizzes	Throughout the term	10%
Essay (8 pages/2,500 words) Topic Oct. 10;	Essay Nov. 30	30%
Final Exam	Dec. TBA	40%

(Late Penalty: 2% per working day for the essay).

Information on all these assignments will be posted on the Brightspace page early in the term. Essay topics will be distributed close to the start of the term. An essay proposal will be used to screen for appropriate topics and to provide feedback to improve the final product. The essay will be approximately 2500 words; information on format and requirements will be posted soon. Essay proposals and essays will be screened for academic integrity using the Urkund software.

The exam will cover material from assigned readings, lecture/discussions, and presentations. It will be a closed book 2-hour exam in the regular examination period. Students will complete two essay questions, chosen from three sections spread across all topics from the term. Sample questions will be posted mid way through the term. You must complete all assignments in the course in order to pass the course. The course's grading scheme follows the Dalhousie undergraduate academic calendar.

Add/drop dates for fall term: http://www.dal.ca/academics/important_dates.html

Last Day to Change and Add Classes for registered students: September 18, 2018

Last Day to Drop without "W" October 1, 2018

Last Day to Change from Audit to Credit and Vice Versa: October 1, 2018

Last Day to Drop with "W": October 30, 2018

Academic Integrity:

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

What does academic integrity mean? At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to ensure that these standards are met.

How can you achieve academic integrity? We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie's policies on academic integrity
https://www.dal.ca/dept/university_secretariat/academic-integrity.html
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results
- Be sure not to plagiarize, intentionally or unintentionally, for example...

- Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- Do not use the work of another from the Internet or any other source and submit it as your own
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

Where can you turn for help? If you are ever unsure about any aspect of your academic work, contact me (or the TA):

- Academic Integrity website <http://academicintegrity.dal.ca/> Links to policies, definitions, online tutorials, tips on citing and paraphrasing 15
- Writing Centre (http://www.dal.ca/campus_life/student_services/academic-support/writing-and-studyskills.html) Assistance with learning to write academic documents, reviewing papers for discipline specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries Workshops (<http://libraries.dal.ca/>) Online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service <http://studentservices.dal.ca/services/advocacy.html> Assists students with academic appeals and student discipline procedures.
- Senate Office (<http://senate.dal.ca>) List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee What will happen if an allegation of an academic offence is made against you? As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (http://senate.dal.ca/Files/AIO_/AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf) and includes the following:
 - Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
 - Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
 - If the case proceeds, you will receive a PENDING grade until the matter is resolved
 - If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). (read more: http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html)

Student Accommodation Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under

Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form. A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 902-494-2836 for more information or send an email to notetaking@dal.ca 16

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require them will be able to participate in the class

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Read more: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-lifepolicies/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Read more: <https://www.dal.ca/cultureofrespect.html>

INFORMATION ABOUT POLICIES & WHERE TO GO FOR HELP

The main place to go for information about the course, class policies, handouts, and assignment information and submission links is the course Brightspace page <http://www.dal.ca/brightspace>

Academic Dates: http://www.dal.ca/academics/important_dates.html

Academic Support: http://www.dal.ca/campus_life/student_services/academic-support/advising.html

Academic Integrity Website: <http://academicintegrity.dal.ca/>

Advising and Accessibility Services: <http://www.dal.ca/access>

Libraries: <http://libraries.dal.ca/>

Department of Political Science: <http://www.dal.ca/faculty/arts/politicalscience.html>

University Grading Practices: Statement of Principles and Procedures
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>

Student Health and Wellness (includes Counselling and Psychological Services):
https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html

Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

ELearning Website: <https://www.dal.ca/dept/elearning.html>

Student Advocacy Services: <http://dsu.ca/dsas>

Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.htm

On Track: You might consider participating in the “On Track” programming offered by the Bissett Student Success Services unit (formerly known as the Advising unit). You can find information about about it here: https://www.dal.ca/campus_life/academic-support/On-track.html. These programs are designed to help first-year students transition successfully into university and to help students stay on track throughout their time at Dalhousie. They also provide a range of job and career services.