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:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
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<tr>
<td>80-84</td>
<td>A-</td>
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<td>77-79</td>
<td>B+</td>
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<td>73-76</td>
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<td>70-72</td>
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<td>65-69</td>
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<td>60-64</td>
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<tr>
<td>55-59</td>
<td>C-</td>
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<tr>
<td>below 50</td>
<td>F</td>
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</tbody>
</table>

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:


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.


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.


*Recommended:* McCormick, pp. 23-33.

Hauss, *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


*Recommended:* McCormick, pp. 193-205;

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


**Topic 5: Presidentialism: Politics in the United States**


*Recommended:* McCormick, pp. 70-78, 81-92.
Hauss, Chapter 3, “The United States”

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


*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.


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

**Topic 9: Politics in Mexico: Illiberal Democracy?**


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

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

**Topic 10: Political parties and election systems**


**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

**Topic 12: Gender Politics and Political Participation:**


*Recommended:*

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**


*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](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](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](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.

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](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](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](http://www.dal.ca/brightspace)

**Academic Dates:** [http://www.dal.ca/academics/important_dates.html](http://www.dal.ca/academics/important_dates.html)

**Academic Support:** [http://www.dal.ca/campus_life/student_services/academic-support/advising.html](http://www.dal.ca/campus_life/student_services/academic-support/advising.html)

**Academic Integrity Website:** [http://academicintegrity.dal.ca/](http://academicintegrity.dal.ca/)

**Advising and Accessibility Services:** [http://www.dal.ca/access](http://www.dal.ca/access)

**Libraries:** [http://libraries.dal.ca/](http://libraries.dal.ca/)
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.