

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

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Office Hours: M-W 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.

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.

Haus, 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) In Killam Library 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%
Online Quizzes	Throughout the term	10%
Term Essay (8 pages/2,500 words) Topic Oct. 9; Essay Nov. 27		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. Failure to submit the proposal on time will result in the loss of 5% of the terms grade as the essay will be marked at 25% instead of 30%. 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.

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-	

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, 2019

Last Day to Drop without "W" October 2, 2019

Last Day to Change from Audit to Credit and Vice Versa: October 2, 2019

Last Day to Drop with "W": October 31, 2019

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate, available at

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=81&chapterid=4424&loaduserredits=False>

University Statements

- **Territorial Acknowledgement:**

Dalhousie University is located in Mi'kma'ki, the ancestral territory of the Mi'kmaq.

- **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. 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)

- **Accessibility**

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus 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).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Study Accessibility Centre:

https://www.dal.ca/campus_life/academic-support/accessibility.html

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

- **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/dept/university_secretariat/policies/student-life/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. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

(read more: <https://www.dal.ca/cultureofrespect.html>)

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) http://www.dal.ca/academics/important_dates.html
- Dalhousie Grading Practices Policy https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- General Academic Support – Advising https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond https://www.dal.ca/campus_life/academic-support/On-track.html)
- Indigenous Student Centre https://www.dal.ca/campus_life/communities/indigenous.html

- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.)
<https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>
- Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>
- LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>
- Library <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie 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
- Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Faculty or Departmental Advising Support: See <https://www.dal.ca/faculty/arts/programs.html> for links to departmental websites and information about advising

Classroom Civility and Academic Freedom

1. Classes will be conducted consistent with the faculty member's Art. 3 rights to academic freedom, including control over weight given to specific themes, presentation of materials, and assignments, and interventions and participation by students
2. The Professor has an obligation to ensure the curriculum is covered comprehensively, over a range of topics and perspectives, with enough time for all assigned materials and themes.
3. Students have limited opportunities for participation, appropriately limited by class size and the need for everyone to have an opportunity to earn participation points
4. Students have an obligation not to make personalized interventions focused on the Professor, TAs or other students in a publicly critical way
5. Repeated interventions and personally critical comments directed towards the Professor, TAs or other students may constitute harassment: "vexatious behaviour in the form of repeated and hostile or unwanted conduct, verbal comments, actions or gestures, that affects a person's dignity or psychological or physical integrity and that results in a harmful work environment"; or incivility: "low intensity ... behavior with ambiguous intent to harm the target, in violation of university norms for mutual respect."

6. In case of concerns regarding omissions, errors, or problems with course slides and lecture or reading material, students should express their concerns in writing so that they can be duly considered and addressed. It is not appropriate repeatedly to raise these concerns in class discussions.

7. Students are encouraged to avail themselves of opportunities offered by the Professor to suggest additional readings or themes to consider for sharing with the class.

8. Students are encouraged to work constructively with the Professor to develop projects, essays and research topics consistent with their interests in diverse elements of the political worlds discussed, as past students from various backgrounds have consistently and successfully done.

Article 3: Academic Freedom

3.01 The Parties recognize and affirm that academic freedom is essential to the fulfillment of the purpose of Dalhousie University in the search for knowledge and the communication of knowledge to students, colleagues and society at large. The Parties agree that academic freedom carries with it a corresponding responsibility on the part of Members to use their freedom responsibly, with due concern for the rights of others, for the duties appropriate to the Member's university appointment, and for the welfare of society. Academic freedom does not confer legal immunity either inside or outside Dalhousie University, nor does it prevent collective self-governance and peer evaluation as conducted or approved by the Senate or by other academic, research or professional bodies whether within or outside Dalhousie University. Academic freedom does not require neutrality on the part of the individual. Rather, academic freedom makes commitment possible.

3.02 The Parties agree that they will not infringe or abridge the academic freedom of any member of the academic community. Members of the bargaining unit are entitled to freedom, as appropriate to the Member's university appointment, in carrying out research and in publishing the results thereof, freedom of teaching and of discussion, freedom to criticize, including criticism of the Board and the Association, and freedom from institutional censorship.

3.03 Academic freedom, as appropriate to the Member's university appointment, implies protection of Members by the Board and the Association from pressure intended to hinder or prevent them pursuing their scholarly and research interests and communicating the results thereof to students, colleagues and the community at large. The Parties acknowledge this responsibility, whether such pressure emanates from inside or outside the University.