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.

The course surveys the methods and scope of Comparative Politics. It does so through an examination of what have been the major classifications of political systems in the post-World War II world, with particular focus on "Third World" countries (an increasingly problematic term encompassing "Newly Industrializing Countries" (NICs) and "Less Developed Countries" (LDCs). After a general overview of the nature of these classifications, we will study in greater detail the political history and institutions of key countries from the developing countries - China and India from the NICs, South Africa as a mixed case, and Nigeria from the LDCs. The course continues with an examination of the cultural environment of political life, and the informal institutions linking state and society, including mass media, and interest groups. It also examines social divisions like gender and political participation. The role of the military and police, and civil society, and future prospects for our case studies will also be examined. These themes will be illustrated with selected examples from the case studies. Concepts and theories which are useful for comparing political life in various countries will be discussed.

**FORMAT**

The class will meet for lecture/discussion sessions. There will be two lectures per 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, *Cases and Concepts in Comparative Politics: An Integrated Approach* (Norton, 2018).

Other course materials would also be accessible online. Readings in journals can be found by accessing relevant journals through Dalhousie’s electronic journals webpage.

**RESERVE READINGS:**

Additional books have been placed on reserve in the Killam Library. These texts include:

Rod Hague, Martin Harrop, and John McCormick (2016), *Comparative Government and Politics: An Introduction*, Basingstoke: Palgrave Macmillan. (available as e-book from the Novanet system)

COMPARATIVE POLITICS ON THE WEB:
A Bright space site has been set up for Political Science 2302. This site features 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. Furthermore, information on formatting and citations for Political Science term papers is available via the Killam Library and online at http://politicalsecience.dal.ca/resources/termpapers.htm.

Please note that the deadline by which a student may withdraw without a ‘W’ is January 31st, 2020, and February 24, 2020 with a ‘W.’

OUTLINE OF TOPICS

Week one: (January 7th & 9th): Introduction to the course; overview of Comparative Politics

Read: O'Neil, Shields and Share, chapters 1 & 2, pp. 3-51.
McCormick, Introduction, pp. 3-33 (on reserve).

Recommended:
Howard J. Wiarda, Introduction to Comparative Politics: Concepts and Processes Orlando: Harcourt, Brace, 2000), Chapter 1, 2.
Rod Hague and Martin Harrop, Comparative Government and Politics: An Introduction.


Week two: (January 14th & 16th): Comparing the old "Third World": NICs, and LDCs

Read:
McCormick, pp. 289-301 & 385-399.

Recommended:
Hauss, Chapter 11, “The Less Developed Countries.”
Mahler, G. S., & MacInnis, Donald, Comparative Politics: An institutional and cross-national approach, 2001 Ch. 8
Wiarda, Howard, Introduction to Comparative Politics, chapter 3

Week Three: (January 21st & 23rd): Politics in China


**Week Four: (January 28th & 30th): Politics in India**


**Week Five: (February 4th & 6th): Politics in South Africa**


**Week Six: (February 11th & 13th): Politics in Nigeria**


Recommended: McCormick, pp. 400-409, 411-422.

Hauss, Chapter 15, “Nigeria.”

**Week Seven: (February 25th & 27th): Political Culture and Socialization: Concepts & cases**


Recommended: Hague & Harrop, Chapter 6, “Political Culture.”

**Week Eight: (March 3rd & 5th March): Mass Media in Politics**

Read:


Recommended:
Hague & Harrop, Chapter 7, “Political Communication.”


**Week Nine: (March 10th & 12th March): Interest Groups and Civil society: Concepts and Categories**

Read:
Rod Hague, Martin Harrop, and John McCormick (2016), Chapter 18, Interest Groups, pp. 304-323


**Recommended**
Hague & Harrop, Chapter 10, “Interest Groups.”

**Week Ten: (March 17th & 19th March): Military & Police**

Read:
O'Neil, Shields and Share (chapter 5, Political Violence), pp. 117-141.

**Recommended**


Week Eleven: (March 24th & 26th March): Gender Politics and Political Participation

Read:


Recommended:


Week Twelve: (March 31st & April 2nd): Political Change and Future Prospects (Globalization; & Democratization)


Recommended:
Nwosu, Bernard (2012), “Tracks of the third wave: democracy theory, democratization and the dilemma
of political succession in Africa,” Review of African Political Economy, 39, 131, pp. 11-25
Hauss, Chapter 17, “Global Challenges & Domestic Responses.”
Democratization, 18, 2, pp. 275-310.

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

Attendance (Throughout the Term) 10%
Essay Proposal Due in class February 6th 15%
Term Essay (8 pages/ double-spaced) Due in class March 19th 35%
Final Exam April TBA 40%

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 8 pages (double-spaced); information on format and requirements will be posted soon. Essay proposals and essays will be screened for academic integrity and plagiarism once it is set up on the Brightspace system.

The exam will cover material from assigned readings, and lecture/discussions. It will be a closed book 2-hour exam in the regular examination period. Students will complete two essay questions, chosen from two sections spread across all topics from the term.

In order to receive a final grade for the course, each student must complete all the components of 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-

Other Important Information

Territorial Acknowledgement

Dalhousie University is located in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. We are all Treaty people.

• Academic Integrity
http://www.dal.ca/dept/university_secretariat/academic-integrity.html

At Dalhousie University, we are guided in all 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 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.

Students are reminded that plagiarism (handing in another person's work as one's own or exact copying of the words of another author without attribution), submitting the same essay to more than 1 course, and close paraphrasing (reliance on a source with only minor alterations in wording) are unacceptable. Any paper submitted by a student may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dal web at:
(read more: https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Syllabus_Statement\)

• 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).

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of the term. Please see www.studentaccessibility.dal.ca for more information and to obtain the Request for Accommodation – Form A.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class (read more: http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html)\)

• 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‐life‐policies/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).
University Policies and Programs

Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html

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

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

Learning and Support Resources

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

Fair Dealing Guidelines

Library
http://library.dal.ca

Black Students
http://www.dal.ca/campus_life/student_services/black-student-advising.html

International Students
http://www.dal.ca/campus_life/student_services/international-centre.html

Student Health Services
http://www.dal.ca/campus_life/health-and-wellness/health-services.html

Counselling
http://www.dal.ca/campus_life/student_services/health-and-wellness/counselling.html

Copyright Office
http://www.dal.ca/dept/copyrightoffice.html

E-Learning website
http://www.dal.ca/dept/elearning.html