

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

Instructor: Robert Finbow, finbow@dal.ca Office Hours: Online by appointment. T-R 10-11:30

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. 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 with references to Germany and Japan); 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 be taught in **asynchronous online format**. Students will be expected to complete the modules sequentially each week and participate in online discussion groups in randomly assigned groups with discussion assignments throughout the term. All communications from the instructor will be via Brightspace announcements and postings or emails to your **official Dalhousie email**.

Students requiring technical assistance should contact the **IT Help Desk** via the **Get in Touch** section of the **Online Learning** website: https://www.dal.ca/academics/online_learning/get-in-touch.html

TEXTBOOK:

Students are expected to purchase or rent the following **electronic text**,: **Patrick H. O'Neil, Keith Shields and Don Share, Comparative Politics: an Integrated Approach (Norton, 2017)**. It is available at <https://www.vitalsource.com/en-ca/products/cases-and-concepts-in-comparative-politics-an-patrick-h-o-39-neil-karl-v9780393631371> for rent (\$60,67) or purchase (\$71.50).

For those interested this text is also used in **POLI 2302** next term but you would need to **purchase** as the rental is for fall term only. For exam purposes you focus on 4 cases (US, UK, Russia and Mexico). For research essays, chapters on France, German, Japan, and Brazil may also be used. The other cases are studied in **POLI 2302**.

Other course materials including articles and e-book chapters, will be made available online via the class Brightspace page. Materials for asynchronous assignments, readings, Powerpoint lectures, lecture notes, discussion topics etc will be posted **1-2 weeks in advance** throughout the term.

COMPARATIVE POLITICS ON THE WEB:

A Brightspace site has been set up for POLI 2301. <https://dal.brightspace.com/d2l/home/132305> which will go live soon. As the online version of the class is new, the site will be updated throughout the term. It will feature course handouts, links to websites detailing case study countries, resources for study, essay writing, and other Internet resources. 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

Orientation module: introduction to text, syllabus, assignments, groups

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

Read: O'Neil, Shields and Share Ch 1 Introduction to Comparative Politics.
O'Neil, Shields and Share "States";

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>

Module 2: Comparing Nations, Societies and Economies

Read: O'Neil, Shields and Share Ch 2 "Nations and Society" Ch 3 "Political Economy"

Group Report 1: Comparing Nations, States, Societies and Economies (Due September 18)

Module 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>

Module 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>

Group Report 2: Comparing and Categorizing states and countries (Due Oct. 2)

Module 5: Parliamentarism: Politics in the U.K.

Read: O'Neil, Shields and Share "United Kingdom", 202-218.

Module 6: Presidentialism: United States

Read: O'Neil, Shields and Share "United States" 233-46.

Group Report 3: Democratic states (Due Oct. 16)

Module 7: Politics in Russia: Back to Authoritarianism?

Read: O'Neil, Shields and Share "Russia" 416-431.

Module 8: Politics in Mexico: Illiberal Democracy?

Read: O'Neil, Shields and Share "Mexico" 568-581.

Group Report 4: Illiberal and authoritarian states (Due Oct. 30)

Module 9: Political parties and election systems

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

Group Report 5: Parties and Elections Compared (Due Nov 6)

Module 10: Political Cleavages: Class, Ethnicity, Race, Religion

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

Group Report 6: Political Cleavages (Due Nov. 20)

Module 11: 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>

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>

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

Group Report 7: Gender in Politics (Due Nov. 27)

Module 12: Globalization and the Future

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

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

Participation in Group Discussions	Throughout the term	7x5%	35%
Online Quizzes	Best 10 of 12		10%
Essay Proposal	Topic/outline Oct. 9		5%
Term Essay (8 pages/2,500 words);	Nov. 27		25%
Final Reflective Essay Take Home	Dec. TBA		25%

(All written assignments submitted via Brightspace assignment dropbox with Urklund screening
Late Penalty: 2% per working day).

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 about 2500 words; information on format and requirements will be posted soon. Assignments will be screened for academic integrity using **Urkund** software.

The take home final reflective essay will cover material from assigned readings, lecture PowerPoints and group discussions. It will ask students to use course materials to analyse some ongoing political event, phenomenon and controversy in one of the case study countries Sample questions will be posted later in 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, 2020

Last Day to Drop without "W" October 2, 2020

Last Day to Change from Audit to Credit and Vice Versa: October 2, 2020

Last Day to Drop with "W": November 2, 2020

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES

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

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=105&loaduserredits=False>

University Statements

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

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.

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

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).

Student Code of Conduct

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

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.

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: <http://www.dal.ca/cultureofrespect.html>)

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at elders@dal.ca

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
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.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

https://www.dal.ca/campus_life/academic-support/advising.html
(Halifax)

<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>
(Truro)

Fair Dealing Guidelines

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

Dalhousie University Library <http://libraries.dal.ca>

Indigenous Students

https://www.dal.ca/campus_life/communities/indigenous.html

Black Students

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

International Students

https://www.dal.ca/campus_life/international-centre.html

Student Health Services

https://www.dal.ca/campus_life/health-and-wellness.html

Counselling

https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html

Copyright Office

<https://libraries.dal.ca/services/copyright-office.html>

E-Learning website

<http://www.dal.ca/dept/elearning.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

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

Faculty or Departmental Advising Support: Studying for Success

Program: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Online Netiquette

Students will always be expected to engage in online communications in a respectful fashion. This applies to any common areas and discussion groups and exchanges as well as in individual communications with the instructor. The instructor reserves the right to remove any comment, posting or message which violates Dalhousie guidelines for a respect culture. <https://www.dal.ca/cultureofrespect.html> Students who persist in such postings may face removal from course forums or further disciplinary measures.

For further information you should consult

<https://dal.brightspace.com/d2l/le/content/126100/viewContent/1834588/View>

For your information here are links on maintaining proper online netiquette in class settings. Further information will be provided in class lecture notes.

<https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

<https://elearningindustry.com/10-netiquette-tips-online-discussions>

https://www.cise.ufl.edu/wp-content/uploads/2019/08/CISE_Netiquette_Guide.pdf

<http://www.albion.com/netiquette/rule1.html>

<http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

<https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/>

Academic Freedom

1. Classes will be conducted consistent with the faculty member's Art. 3 rights to academic freedom, including control over the 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 opportunities for participation, appropriately limited by class size and the need for everyone to have an opportunity to earn participation points
4. If students notice omissions, errors, or problems with course slides and lecture or reading material, students should express their concerns to the instructor in writing so that they can be duly considered and addressed.
5. 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.
6. Students are encouraged to work with the Professor to develop projects, essays and research topics consistent with course goals and their interests in diverse elements of the political world.

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.