

## **Political Science 1055 Governments & Democracy (section 1)**

**Professor Louise Carbert Tuesday, Thursday 2:35 – 3:50**

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Lecture: Kenneth Rowe Management 1020  
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after class, and by appointment

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### **Overview:**

This class is the second half of an introduction to politics. The first unit centres on the challenges facing the nation-state in securing political order through the construction and maintenance of government institutions. The second unit presents different strategies for achieving goals through political action, and evaluates which strategies are most effective under which circumstances. Whereas the first two units focus principally on Canada, the remainder of the course shifts to a global level. The third unit addresses the question: do countries become richer when they make the transition to liberal democracy, or can they become just as wealthy under authoritarian regimes? This particular unit (among others) provides a basis for proceeding to a degree in International Development Studies.

This course provides a foundation for all further courses in political science. This class is preceded by POLI 1050 from the fall term. POLI 1050 is not a required pre-requisite, but the curriculum takes off from where we left in December. Students are strongly encouraged to review the first half of the textbook. Students may switch between section 1 and section 2 of POLI 1050/1055.

### **Required Textbooks:**

1. Mark Dickerson, Thomas Flanagan, Brenda O'Neill, *Introduction to government and politics: A conceptual approach*, 9<sup>th</sup> edition (Toronto: Nelson, 2013).
2. Articles available on-line through Blackboard Learning System

<b>Grading Scheme</b>			
<b>Assignments</b>		<b>Due date</b>	<b>Value (%)</b>
BLS test 1, chapters 16, 17, 20, 21	100 questions	midnight 28 January	10
BLS test 2, chapters 22, 23, 24, 25, 26	100 questions	midnight 3 March	10
BLS test 3, chapters 27, 28, 29, 18, 19	100 questions	midnight 6 April	10
Essay (instructions in syllabus)		31 March	25
Final exam		April exam period	45

1. The BLS assignments are multiple-choice and fill-in-the-blank format. They are done on-line, via the Blackboard Learning System. The goal of these tests is to ensure that you understanding the key concepts. They prepare you for the final exam, ensuring that you have acquired a foundation of knowledge from the textbook.

These assignments will stay open for the duration between them. Lectures will not correspond precisely to the BLS due dates. Some students may want to do the assignments, ahead of lecture. Other students will want to delay until near the due date, after lecture. Your time is yours to organize. The assignments will be graded immediately on receipt, but the correct answers will not be revealed until after the due date.

2. The essay assignment is based on required readings. Detailed instructions are included in this syllabus. No additional readings beyond the syllabus are required or permitted.
3. The final exam is scheduled for the formal exam period after the end of scheduled classes. The April exam asks you to synthesize, that is to compare and contrast different aspects of the course, in an essay format.

## **COURSE SCHEDULE**

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**CLASS BEGINS 5 JANUARY**

**INTRODUCTION:** *Review of formal and informal systems of political science*

### **POLITICAL SYSTEM OF LIBERAL DEMOCRACY**

*How does liberal democracy practice freedom, security, and democracy over centuries and for millions of people in a reliable, predictable way?*

1. **Classification of political systems: Liberal democracy** (Dickerson *et al.* chapter 16, 17)
  - David Rieff, "Why nobody cares about the surveillance state" *Foreign Policy* 22 August 2013.
  - "The Trap: What happened to our dream of freedom? BBC documentary 2007.
2. **Parliamentary and presidential systems compared** (Dickerson *et al.* chapter 20)
  - Andrew Potter, "Two cheers and a jeer: Interview with Peter Russell" *Ottawa Citizen* 11 January 2009.
  - Dickerson *et al.* "Update on 2008 Confidence motion."
3. **Unitary and federal systems** (Dickerson *et al.* chapter 21)

**BLS ASSIGNMENT 1, chapters 16, 17, 20, 21 due midnight 28 January**

### **POLITICAL ORGANIZATION, PERSUASION, ACTION**

*How do ordinary (and not so ordinary) people operate inside the institutions of liberal democracy to make change?*

1. **Political process** (Dickerson *et al.*, chapter 22)
2. **Political parties, interest groups, social movements** (Dickerson *et al.* chapter 23)
  - Bethany Horne, "Occupy utopia: Trouble for one spells trouble for all" 13 November 2011
  - Simon Kiss, "Idle no More?" *Policy Nexus blog*, 8 February 2012
  - Donald Barry, "How to meet the oil sands protest challenge" *Policy Options* 2011.

**STUDY BREAK, 16, 18 February**

3. **Communications media** (Dickerson *et al.* chapter 24)
4. **Elections and electoral systems** (Dickerson *et al.* chapter 25)
5. **Representative Assemblies** (Dickerson *et al.* chapter 26)
  - Andrew Coyne, Parliament, "Who needs it?" *Macleans* 10 January 2010.

**BLS ASSIGNMENT 2, chapters 22, 23, 24, 25, 26 due midnight 3 March**

## 6. Insurgency, revolution, and violence as a political strategy

- Jamie Barlett, "Licence to kill," *Prospect Magazine* April 2009.
- Nicholas Kristof, "The power of mockery" *New York Times* April 2011.
- Thomas Homer-Dixon, "The rise of complex terrorism" *Foreign Policy* Jan/Feb 2002. 52.

## GOVERNMENT INSTITUTIONS

*How do the institutions of government put the will of the people into practice?*

1. **Political executive** (Dickerson *et al.* chapter 27)
2. **Public administration** (Dickerson *et al.* chapter 28)
  - Yes Minister, Open Government" Episode 1.1, 1980
3. **Judiciary** (Dickerson *et al.* chapter 29)

## DEMOCRATIC TRANSITIONS AND DEVELOPMENT AROUND THE WORLD

*How does a people become healthy, wealthy, and wise? Is it culture, government, or the global system?*

1. **Transitions to democracy and economic development** (Dickerson *et al.* chapter 18)
  - Paul Krugman, "In praise of cheap labor" *Slate*, 21 March 1997.
  - Inglehart, Ronald, "Inequality and modernization" *Foreign Affairs*, 2016, 95:1, 2-10.
  - Robert Samuelson, "The spirit of capitalism" *Foreign Affairs*. 2 February 1993.
  - Dambisa Moyo, "Why foreign aid is hurting Africa" *Wall Street Journal* March 2009.
2. **Autocratic systems of government** (Dickerson *et al.* chapter 19)

***BLS ASSIGNMENT 3, chapters 27, 28, 29, 18, 19 due midnight 6 April***

***LAST CLASS 5 APRIL***

***FINAL EXAM to be scheduled during exam period 9 -23 April***

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## UNIVERSITY REGULATIONS

From the University Calendar: "Students are expected to complete class work by the prescribed deadlines. Only in special circumstances ... may an instructor extend such deadlines."

Late papers will be assessed a late penalty at the instructor's discretion. Students who miss a deadline on account of illness are expected to hand in the assignment within one week of their return to class, with a medical certificate, per academic regulations of the Dalhousie Calendar.

Papers should be submitted directly to the instructor, or the teaching assistant, or in person to the Political Science office between 8:30 am and 4:30 pm on weekdays only. The instructor cannot assume responsibility for papers otherwise submitted.

The final exam is scheduled by the Registrar's office. Exams are scheduled for April 9-23. Make **no travel plans** until you know the date of the exam. Students who think they are obliged to be absent from an examination for some profoundly compelling reason must elaborate that reason in a letter to the Professor in advance of the scheduled exam, and the Professor will render a decision on the matter.

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. 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 prior to or at the outset of each academic term (with the exception of X/Y courses). Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for information and to obtain Form A: Request for Accommodation.

A note taker may be required to assist a classmate. There is an honorarium of \$75 / course / term. If you are interested, please contact OSAA at 494-2836 for more information.

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.

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## **ESSAY DUE ON 31 MARCH 2016**

**Maximum length – 5 pages or 1500 words, double-spaced, 11 pitch font.**

Analyse, critique, and evaluate a pair of articles from the list below. All articles are posted to BLS. Here is your choice of pairs of articles to compare and contrast.

### ***PAIR 1: Question: is gridlock a feature or a bug?***

- [Jennifer Smith “Abolishing the Senate? The NDP’s bad idea” Montreal: the Federal Idea. 2013.](#)
- Francis Fukuyama “The decay of American political institutions” *The American Interest* 9:2 December 2013.

### ***PAIR 2: Debate: How does a democratic people relate to its military?***

- James Fallows, “Tragedy of the American military” *Atlantic* January 2015.
- Sebastian Junger, “What’s the matter with the American military? A response” *Atlantic* 23 February 2015.
- James Fallows, “Reply to Sebastian Junger on Chickenhawk Nation” *Atlantic* February 2015.

### ***PAIR 3 Debating the Authoritarian Revival***

- Azar Gat, “The return of authoritarian great powers” *Foreign Affairs* (July/August) 2007
- Daniel Deudney and John Ikenberry, “The myth of the autocratic revival: Why liberal democracy will prevail” *Foreign Affairs* 77, (January/February) 2009, 77-93.
- Azar Gat, “Democracy’s victory is not preordained” *Foreign Affairs*, July/Aug 2009

Papers must be submitted in hard copy only, no faxed or emailed papers will be accepted. No title page necessary, so long as your name and such is on the first page.

The quality of your analysis rests on the quality of your understanding of the article. A correct knowledge of the author’s point of view is the basis of a sophisticated critique. A five-page limit leaves no room for extensive summary and introduction; it forces you to go directly and concisely to the main argumentative point.

A proper bibliography must be included. It need not appear on a separate page. I prefer in-text citation that looks like this (author surname, year of publication, page number). If no page number is available on an html document, cite the paragraph number. Proper citation is an integral part of the assignment. Consult a standard writing manual for direction on the distinctions for citing specific points, general arguments, and quotations.

The paper should be structured as follows – *ROUGH APPROXIMATION ONLY*

- One paragraph introduction, with signposting and thesis statement
- 1.5 page summary of first article
- 1.5 page summary of second article
- 1 page compare and contrast, critique, evaluation. Bottom line: which article do you think is correct, and which article is wrong? Criticize the articles on substance, not style.
- Bibliography or list of references. Will be very short, so it need not be on a separate page.

### PLAGIARISM

Any paper submitted by a student at Dalhousie University 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 to 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 Online Dalhousie website. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality.

Grade	Point Value		Definition
A+	4.30	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00		
A-	3.70		
B+	3.30	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00		
B-	2.70		
C+	2.30	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from university experience.
C	2.00		
C-	1.70		
D	1.00	Marginal pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills.
F	0.00	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00	Incomplete	
W		No credit	Withdrew after deadline
ILL		No credit	Compassionate reasons, illness