

Political Science 2245E

Introduction to Comparative Politics

First Term, Fall 2013

Professor Bruce Morrison

SSC 4137

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Office hours: Thursday 10:30-12:00 or by appointment

This course has the aim of setting out the major themes and approaches to comparative politics while at the same time providing students with an introductory look at the character of political life in a variety of areas of the world. It will emphasize that comparative politics is both a subject and a method.

Accordingly, its practitioners aspire to learn not simply by studying other countries, but by systematically comparing and contrasting their political processes and structures in the hope of deriving more general knowledge. This comparative enterprise is, however, best conducted on a solid historical and theoretical foundation, the examination of which will concern us greatly over the course of the year. The first term will give priority to the experience of the advanced industrialized areas of the world, and Europe in particular, though with the European experience immediately and consistently set in comparison to that of the rest of the world. The focus will be placed on a critical and comparative introduction to the major concepts and explanatory models derived from the first waves of economic, social, and political modernity.

Requirements and Evaluation: (1) a 50-minute mid-term exam, to be based on questions distributed in advance (15%); (2) a two-hour mid-year exam, to be held during the December exam period (35%) (2) a research paper of 7-9 pages in length, which will be based upon a reading of John R. Bowen's *Why the French Don't Like Headscarves: Islam, the State, and Public Space* (Princeton University Press, 2007) and will involve an attempt to place this book in a comparative context (40%); (3) regular, active and informed participation, where possible in the Thursday lecture sessions, but especially in the Wednesday discussion meetings (10%).

COURSE READINGS:

Week One *Method: Concepts, Theory, and the Study of Revolutions* (September 18)

David J. Samuels, *Comparative Politics* (Pearson, 2013), chapter 1.

B. Guy Peters, "Approaches in Comparative Politics," in Daniele Caramani, ed., *Comparative Politics* (2nd edition, Oxford University Press, 2011).

Theda Skocpol, "France, Russia, China: A Structural Analysis of Social Revolutions." *Comparative Studies in Society and History* vol. 18, no 2 (April 1978; abridged).

Week Two *States and State Formation* (September 25)

Max Weber, "Politics as a Vocation," in H.H. Gerth and C. Wright Mills, *From Max Weber: Essays in Sociology* (New York: Oxford University Press, 1946), pp. 77-87.

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 2013), pp. 33-40.

Jeffrey Herbst, "War and the State in Africa." *International Security* vol. 14, no. 4 (Spring 1990).

Robert I. Rotberg, "The New Nature of Nation-State Failure." *The Washington Quarterly* vol. 25, no. 3 (Summer 2002).

Week Three *Ethnicity, Nationalism, and Identity* (October 2)

Philip Spencer and Howard Wollman, *Nationalism: A Critical Introduction* (SAGE Publications, 2002), chapter 2.

Henry E. Hale, "Explaining Ethnicity." *Comparative Political Studies* vol. 37, no. 4 (2004).

Eva-Maria Asari, Daphne Halikiopoulou, Steven Mock, "British National Identity and the Dilemmas of Multiculturalism." *Nationalism and Ethnic Politics* vol. 14 (2008).

Week Four *Capitalism, Class, and Cleavages* (October 9)

Douglass C. North, "Institutions." *Journal of Economic Perspectives* vol. 5, no. 1 (Winter 1991).

Seymour Martin Lipset, *Political Man: The Social Bases of Politics* (The Johns Hopkins University Press, 1960), pp. 31-58.

Karl Marx, "Manifesto of the Communist Party," in Robert C. Tucker, *The Marx-Engels Reader* (WW Norton & Company, 1978), pp. 473-91, 499-500.

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 4th edition, 2013), pp. 102-15.

James D. Fearon and David D. Laitin, "Ethnicity, Insurgency, and Civil War." *American Political Science Review* vol. 97, no. 1 (2003; abridged).

Week Five *Civil Society, Culture, and the Question of Social Capital* (October 16)

Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton University Press, 1993), chapters 4 and 6.

Robert Putnam, "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America." *PS: Political Science and Politics* (December 1995).

Peter A. Hall and Michele Lamont, "The Wear and Tear of our Daily Lives." *The Globe and Mail* (Friday November 13, 2009).

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 4th edition, 2013), pp. 114-18.

Week Six *Authoritarianism: Sources and Varieties* (October 23)

Sheri Berman, "Civil Society and the Collapse of the Weimar Republic." *World Politics* vol. 49, no. 3 (April 1997; abridged version on course website.)

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 4th edition, 2013), pp. 263-70.

Michael Mann, "The Contradictions of Continuous Revolution," in Ian Kershaw and Moshe Lewin, eds., *Stalinism and Nazism: Dictatorships in Comparison* (Cambridge University Press, 1977).

Juan J. Linz and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe* (The Johns Hopkins University Press, 1996), chapter 3.

Week Seven *Patterns of Regime Change I: Democratization* (October 30)

Jorgen Moller and Svend-Erik Skaaning, *Democracy and Democratization in Comparative Perspective: Conceptions, Conjunctures, Causes, and Consequences* (Routledge, 2013), chapters 4-6, 9.

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 4th edition, 2013), pp. 270-74.

Timur Kuran, "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* vol. 44, no. 1 (1991; abridged).

Week Eight *Patterns of Regime Change II: How Much Change, and in Which Direction?* (November 6)

Thomas P. Bernstein, "Resilience and Collapse in China and the Soviet Union," in Martin K. Dimitrov, ed., *Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe* (Cambridge University Press, 2013).

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 4th edition, 2013), pp. 274-82.

Henry E. Hale, "Regime Change Cascades: What We Have Learned from the 1848 Revolutions to the 2011 Arab Uprisings." *Annual Review of Political Science* vol. 16 (2013).

Steven Levitsky and Lucan A. Way, "The Rise of Competitive Authoritarianism." *Journal of Democracy* vol. 13, no. 2 (April 2002).

Week Nine *Democratic Institutions I* (November 13)

Jan-Erik Lane, *Constitutions and Political Theory* (2nd edition; Manchester University Press, 2011), chapter 1 ("The Two Great Constitutional Paths").

Juan J. Linz, "The Perils of Presidentialism," in Arend Lijphart, ed., *Parliamentary Versus Presidential Government* (Oxford University Press, 1992).

Arend Lijphart, *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries* (Yale University Press, 2012), chapters 2 (pp. 9-26) and 3 (pp. 30-40).

Week Ten *Democratic Institutions II* (November 20)

Meg Russell, "What are Second Chambers For?" *Parliamentary Affairs* vol. 54 (2001).

Alan Renwick, "How Likely is Proportional Representation in the House of Commons? Lessons from International Experience." *Government and Opposition* vol. 44, no. 4 (Oct. 2009).

Donald Horowitz, "Constitutional Courts: A Primer for Decision Makers." *Journal of Democracy* vol. 17, no. 4 (October 2006).

Week Eleven *Advanced Democracies: Political Economy, Partisanship, and Ideology* (November 27)

Niall Ferguson, *The Cash Nexus: Money and Power in the Modern World 1700-2000* (Basic Books, 2002), pp. 77-87.

Adam Przeworski and Michael Wallerstein, *Capitalism and Social Democracy* (Cambridge University Press, 1985), pp. 207-11, 218-21.

Mark Mazower, *The Dark Continent: Europe's Twentieth Century* (Knopf, 1999), pp. 292-302.

Adam Przeworski, *Democracy and the Limits of Self-Government* (Cambridge University Press, 2010), pp. 80-98.

Torben Iversen and David Soskice, "Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More than Others." *American Political Science Review* vol. 100, no. 2 (May 2008; abridged).

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 4th edition, 2013), pp. 118-23, 245-55.

Week Twelve *Extra-Institutional Politics: Social Movements Old and New* (December 4)

Charles Tilly and Lesley J. Wood, *Social Movements 1768-2012* (Paradigm Publishers, 3rd edition, 2013), chapter 2.

Sidney Tarrow, *Power in Movement: Social Movements and Contentious Politics* (Cambridge University Press, 1998), chapter 2 (pp. 29-42) and chapter 11.

Paul D'Anieri, Claire Ernst and Elizabeth Kier, "New Social Movements in Historical Perspective." *Comparative Politics* (July 1990).

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.