

**Political Science 2245E**  
**Introduction to Comparative Politics**  
**2020-21**

**First Term, Fall 2020**

Professor Bruce Morrison

SSC 4137

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Office hours: Thursday 10-11 or by appointment

**Course Description:**

This course has the aim of setting out the major themes, concepts, and approaches used in 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 conceptual, theoretical, and historical foundation, the development of which will concern us greatly over the course of the year.

The first term will give priority to the experience of the Global North, and especially Europe and Russia, though with the northern experience frequently set in relation to that of the rest of the world. The aim will be to offer a critical and comparative introduction to the major concepts and explanatory approaches derived from the first waves of economic, social, and political modernity. Among other things, this will lay the groundwork for a detailed examination of the developing world, or Global South, in the second term, which will in turn stimulate critical reflection upon the concepts and theories developed in the first term.

**First-Term Learning Outcomes:**

This segment of the course aims to enable students to:

- (a) define the subfield of comparative politics and expand their understanding of politics through structured comparative analysis;
- (b) identify the distinctive political features of the Global North, as well as the major differences setting regions and countries apart from each other;
- (c) understand and apply the major concepts and theories that help us make sense of these similarities and differences.

**First-Term Requirements and Evaluation:**

- (1) a mid-term open-book take-home exam, held over 24 hours and due on Wednesday, October 14th (10%);
- (2) a mid-year open-book take-home exam, held over 48 hours and due on December 18<sup>th</sup> (20%);
- (3) a research paper of 7-9 pages in length, due November 18<sup>th</sup> (15%);

(4) regular, active, and informed participation in the weekly tutorial meetings (5%).

### **Course Format:**

This course will require quite substantially on **lectures**, which will be delivered “asynchronously.” These lectures, recorded in advance, will be split into several parts, uploaded on OWL each week on Mondays, and remain accessible throughout the term. Students are expected to watch these lectures after having read and reflected on the assigned reading materials. The lectures will attempt to clarify points of difficulty in the readings, draw out key connections and implications, and extend beyond the readings in relevant ways. The lecture materials are the instructor’s intellectual property, and as such they are available to registered students for educational purposes and not intended for broader dissemination.

The **tutorials** will be “synchronous,” meaning that they will take place on Zoom at the day and time specified by the registrar. Tutorial discussions will be based primarily on questions derived from the weekly readings listed below – there is no additional list of tutorial readings. Tutorial questions will be posted on OWL in your weekly reading guide. Come prepared to earn your grades through participation. Respectfully sharing your thoughts on the relevant issues is good, but doing so in direct response to the assigned readings and lecture materials is much better. Show us that you understand what you’re being taught, that you can apply it to the issue at hand, and ideally that you are capable of thinking critically about the concepts and theories you’re addressing. Keep working at it over the course of the year, and you will likely see the quality of your contributions steadily improve.

\*\*\*There is no required textbook for purchase this term. The readings will be accessible on OWL.

\*\*\*Prerequisite: Political Science 1020E or permission of the instructor. Antirequisite: Political Science 245E.

## **COURSE READINGS**

### **Introduction**

#### ***Course Introduction***

No required readings.

### **Week One**

***The Comparative Method: Concepts, Theory, and the Study of Revolutions*** (September 14)

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).

Stephen K. Sanderson, *Revolutions: A Worldwide Introduction to Social and Political Contention* (Paradigm Publishers, 2010), pp. 1-4.

## **Week Two**

### ***State Formation and Failure*** (September 21)

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, 5<sup>th</sup> edition, 2015), pp. 38-45.

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*** (September 28)

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Verso, 1983), pp. 1-7.

Rogers Brubaker, "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis." *International Sociology*, vol. 5, no. 4 (December 1990).

John R. Bowen, *Why the French Don't Like Headscarves: Islam, the State, and Public Space* (Princeton University Press, 2007), chapter 2.

## **Week Four**

### ***Capitalism, Class, and Conceptions of Political Development*** (October 5)

Alexis de Tocqueville, "Author's Introduction," in *Democracy in America* (Harper and Row, 1966).

Seymour Martin Lipset, "Political Man: The Social Bases of Politics," in Robert Dahl, Ian Shapiro, and Jose Antonio Cheibub, eds., *The Democracy Sourcebook* (The MIT Press, 2003), pp. 56-64.

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

## **Week Five**

### ***Culture, Civil Society, and the Question of Social Capital*** (October 12)

Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton University Press, 1993), chapters 4 (pp. 86-106) and 6.

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

\*\*\*Mid-term exam week, so there will be no tutorials this week.

## **Week Six**

### ***Patterns of Regime Change I: Sources of Authoritarianism and Totalitarianism*** (October 19)

Sheri Berman, "Civil Society and the Collapse of the Weimar Republic." *World Politics* vol. 49, no. 3 (April 1997; abridged version, in Patrick O'Neil and Ronald Rogowski, *Essential Readings in Comparative Politics*, pp. 294-305).

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

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 6<sup>th</sup> edition, 2016), pp. 176-84 (and figure 6.1 on p. 285), 274-82.

## **Week Seven**

### ***Patterns of Regime Change II: Democratization*** (October 26)

Jorgen Moller and Svend-Erik Skaaning, *Democracy and Democratization in Comparative Perspective: Conceptions, Conjunctures, Causes, and Consequences* (Routledge, 2013), pp. 65-89, 127-41.

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 6<sup>th</sup> edition, 2018), pp. 282-86.

## **Week Eight**

### ***Patterns of Regime Change III: Now How Much Change, and in Which Direction?*** (November 9)

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 6<sup>th</sup> edition, 2018), pp. 286-303.

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).

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 16)

Jan-Erik Lane, "Two Great Constitutional Paths," in Lane, *Constitutions and Political Theory* (2<sup>nd</sup> edition; Manchester University Press, 2011), chapter 1, pp. 19-33.

Juan J. Linz, "The Perils of Presidentialism," in Robert Dahl, Ian Shapiro, and Jose Antonio Cheibub, eds., *The Democracy Sourcebook* (The MIT Press, 2003), pp. 258-65.

\*\*\*Term paper due November 18, 11:55 pm. There will be no tutorials this week.

## **Week Ten**

### ***Democratic Institutions II*** (November 23)

Arend Lijphart, *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries* (Yale University Press, 2012), chapters 2 (pp. 9-20) and 3 (pp. 30-40).

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).

## **Week Eleven**

### ***Advanced Democracies: Political Economy, Partisanship, and Postmodernism*** (November 30)

Niall Ferguson, *The Cash Nexus: Money and Power in the Modern World 1700-2000* (Basic Books, 2002), pp. 81-92.

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* (Vintage Books, 1998), pp. 292-302.

Sheri Berman and Maria Snegovaya, "Populism and the Decline of Social Democracy." *Journal of Democracy* vol. 30, no. 3 (July 2019).

Patrick O'Neil, *Essentials of Comparative Politics* (WW Norton, 6<sup>th</sup> edition, 2018), pp. 126-29, 254-61.

## **Week Twelve**

### ***Extra-Institutional Politics: Social Movements and Terrorism*** (December 7)

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

Colin J. Beck, "The Contribution of Social Movement Theory to the Study of Terrorism." *Sociology Compass* vol. 2, no. 5 (September 2008).

## **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/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.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.**

### **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A

student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

**Medical Policy, Late Assignments, etc.**

Students registered in Social Science should refer to [http://counselling.ssc.uwo.ca/procedures/having\\_problems/index.html](http://counselling.ssc.uwo.ca/procedures/having_problems/index.html) 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.

**University Policy on Cheating and Academic Misconduct**

**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/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

**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](mailto: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**

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at: <http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

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.