



Political Science 359 – L01

Introduction to Comparative Politics

Winter 2023

Tuesday and Thursday 3:30-4:45 | ST 145

Prof. Pablo Policzer

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SS 710 | Office hours: Wed 1:00-2:00

T.A.: Tamara Manolache

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Office and office hours TBC

Overview

This course develops a framework for comparing different countries' politics, structured around two core concepts: states and regimes. Why have some countries developed strong states and others weak ones? Why has democracy flourished in some countries and autocracy in others? What are the relationships between strong or weak states and democracy or autocracy? How do states and regimes emerge and erode? We will address these questions by analyzing the core concepts themselves and comparing cases from different parts of the world.

By the end of this course, you certainly won't know everything about the politics of the countries we compare, let alone other places. Instead, if you do your part through careful study, you will emerge with something simpler but also more powerful: a framework for making sense of politics in different parts of the world. You already know that they sometimes do things differently elsewhere. This course will help you better understand how and why.

Requirements

The course presumes no prior knowledge of political or social science. Beyond informing yourself about world events (which you should be doing anyway through major newspapers and other media), you are also *not* expected to do any outside reading or research for this class.

You will be required to write a short take-home exam of about 1,000 words. I will distribute the questions in advance, and you will be able to choose one from among 2-3. In addition, there will be several brief online textbook quizzes to complete at home (through the eBook's InQuizitive), a multiple-choice in-class mid-term, and a final exam scheduled during the exam period. Participation will be assessed through Top Hat.

The distribution of marks will be as follows:

Mid-term exam (Feb. 16)	25%
Participation through Top Hat	10%
InQuizitive tests	10%
Take-home essay (due Apr. 6)	25%
Final exam (during exam period)	30%
Total	100%

You are expected to attend all the classes, do all the readings, complete the InQuizitive tests at home, write the exams, complete the essay assignment on time, and participate in class discussions through Top Hat. Late essays without a valid (e.g., medical) excuse will be penalized at the rate of -10%/day.

The lectures and readings are connected, but distinct, streams. The lectures reflect on some—but not all—of the readings, and do not necessarily follow them precisely. In other words, *listening to the lectures is not a substitute for doing the readings*. The course is *more* than the set of PowerPoint slides presented in class. It's what happens in your mind when you *combine* the material in class with your own reading, thinking, and writing. If you attend the lectures, do the assigned readings carefully, understand the main concepts and arguments, can think about them critically, answer questions about them in class through Top Hat, and write about them persuasively, you will be well on your way to succeeding in the course.

Although your final grade is assigned individually in a course like this, we learn not only individually but also together with others. I encourage you to collaborate with your peers in whatever ways you think make sense, e.g., through the discussion forum in D2L or others such as Google Docs or even Disqord. You can do so on your own, but we will also post questions for online discussions on D2L.

I will be available for consultation in person during office hours or by appointment. Tamara Manolache, the T.A. for the course, will also be available outside class during office hours or by appointment. *We like to talk to students, and we don't bite*. Drop by with questions or to follow up on any material covered in class.

Additional required readings are available through D2L or online through the U of C Library, JSTOR, etc. Although not required, you may also find it useful to consult background information on the cases in standard sources such as the BBC Country Profiles and the CIA World Factbook.

Readings

You are required to purchase the following books, available at the Bookstore:

- Patrick H. O'Neil (O'N), *Essentials of Comparative Politics*, 7th Edition (W.W. Norton & Company, 2020). [Available in print and as an eBook, included automatically with the print version, or access can be purchased separately.]
- Patrick H. O'Neil and Ronald Rogowski (OR), *Essential Readings in Comparative Politics*, 5th Edition (W.W. Norton & Company, 2017). [Available only in print.]

The 7th (2020) edition of the O'Neil book has a new online resource we'll be using: InQuizitive (through the eBook). If you buy an older edition, you can purchase access to the eBook/InQuizitive separately through the publisher. We'll be using these resources quite a

bit. I'll provide instructions in class, but if you need technical assistance to access the materials, please contact the Norton support line: <https://support.wwnorton.com/request>

Grading criteria

A- (80-84%) → A (85-89%) → A+ (90% +)

Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base. Work at this level is clearly written, with no spelling or grammar faults.

B- (70-73%) → B (74-76%) → B+ (77-79%)

Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature. Work at this level is generally clearly written, containing at most a few, if any, spelling or grammar faults.

D (50-54%) → D+ (55-59%) → C- (60-62%) → C (63-66%) → C+ (67-69%)

Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour. Work at this level is sometimes or often unclear, and contains from some to many spelling and/or grammar problems.

F (0-49%)

Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature. Work at this level is usually poorly written, with numerous spelling and grammar problems.

Electronic devices in class

Because we will use Top Hat in class, laptops and cellphones are permitted, strictly for this purpose, and for taking notes. But you should keep in mind that a growing body of evidence suggests that it's far more effective to take notes by hand: that "even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing".¹ Even more seriously, evidence also suggests that laptops in class have an effect similar to second-hand smoke: they not only hurt you, the user, but also those around you, even if they're not using one.² My very strong suggestion is that after using Top Hat, you close the laptop, pick up a pen and paper, and pay full attention to the lecture and the discussion. You and those around you will do much better if you listen actively and write sparingly, than if you try to transcribe everything, or worse, get distracted by email, social media, the web, etc.

If you choose to use a laptop beyond Top Hat, you must do so with courtesy to others and consideration for the aims of the course. That means using the laptop strictly for the purpose of taking notes or consulting course-related material, and not for checking email or social media, surfing the web, or any other purpose that distracts from the class. It's not a small class, but we will notice—and get annoyed by—any distractions. Similarly, cellphones should be put away after using them for Top Hat.

Reading and writing skills³

¹ <http://pss.sagepub.com/content/25/6/1159>

² <http://www.sciencedirect.com/science/article/pii/S0360131512002254?np=y>

³ Adapted from K. Chandra and D. Woodruff, MIT.

Learning an academic discipline such as political science requires immersing yourself in and critically engaging a substantial body of work. In other words, it requires reading and writing.

As you manage the reading for this course, you are likely to find that there is little correlation between effort and outcome. It's possible to spend hours reading something without "getting it," and equally possible to spend very little time reading something else and getting quickly to the heart of it. Reading is not an ability that either comes naturally or does not – it's a skill that must be learned. *Figure out the heart of the argument before you read deeply.* When you know the article's centre of gravity, you read more efficiently. *Read actively.* Be sceptical, approach the text with questions, and try to answer these for yourself as you make your way through it. The more actively you read, the more you will retain, and the easier it will be to write about it.

You should also keep in mind that it's not only *what* you write that matters in how you will be evaluated, but also *how* you write it. Crisp, clear, effective writing counts. That includes such things as grammar, punctuation, sentence structure, clarity, citation, and organization. As George Orwell noted, "the slovenliness of our language makes it easier for us to have foolish thoughts."⁴ The advice in these articles should help you avoid slovenly writing, at least:

<https://theamericanscholar.org/writing-english-as-a-second-language/>
<http://chronicle.com/article/Why-Academics-Writing-Stinks/148989/>

And beyond Pinker's article, I would very strongly recommend his book *The Sense of Style*:
<http://stevenpinker.com/publications/sense-style-thinking-persons-guide-writing-21st-century>

If after all this advice you still need help with writing, it is available through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library): <http://www.ucalgary.ca/ssc/writing-support>.



<http://www.cartoonstock.com/>

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⁴ George Orwell, "Politics and the English Language" (1946): http://www.orwell.ru/library/essays/politics/english/e_polit/

Schedule⁵

Jan 10	Introduction and overview
Jan 12	Concepts and methods in comparative politics <ul style="list-style-type: none">❑ O’N, Chapter 1 (Introduction)❑ OR, Chapter 1 (Lichbach and Zuckerman; King, Keohane, and Verba; Rogowski).
Jan 17 – 19	The state <ul style="list-style-type: none">❑ O’N, Chapter 2 (States).❑ OR, Chapter 2 (Fukuyama; Weber; Krasner).❑ Charles Tilly, “War Making and State Making as Organized Crime,” in Peter B. Evans, Dietrich Rueschmeyer, and Theda Skocpol, eds. <i>Bringing the State Back In</i> (Cambridge University Press, 1985), pp. 169-191.
Jan 24 – 26	Democracy <ul style="list-style-type: none">❑ O’N, Chapter 5 (Democratic Regimes).❑ OR, Chapter 5 (Zakaria; Schmitter and Karl; Lijphart).❑ Robert Dahl, “Democratization and Public Opposition”, in Dahl, <i>Polyarchy: Participation and Opposition</i> (Yale University Press, 1971), Chapter 1, pp. 1-16.
Jan 31	Nations and nationalism <ul style="list-style-type: none">❑ O’N, Chapter 3 (Nations and Society).❑ OR, Chapter 3 (Hobsbawm)
Feb 2 – 14	Liberal democracy in a strong state: Britain <ul style="list-style-type: none">❑ O’N, Chapter 8 (Developed Democracies).❑ OR, Chapter 8 (Tocqueville; Acemoglu et al.; Duverger; Przeworski).❑ Robert Blackburn, “Britain’s unwritten constitution,” British Library, 13 March 2015, https://www.bl.uk/magna-carta/articles/britains-unwritten-constitution❑ George Monbiot, “Britain’s Claims to Being a Functioning Democracy are only Skin Deep,” <i>The Guardian</i>, 3 June 2020: https://www.theguardian.com/commentisfree/2020/jun/03/britain-democracy-tories-coronavirus-public-power
Feb 16	In-class mid-term exam

⁵ Subject to modification.

- Feb 21 – 23 **Varieties of non-democratic regimes**
- ❑ O’N, Chapter 6 (Nondemocratic Regimes).
 - ❑ OR, Chapter 6 (Linz and Stepan; Diamond; Levitsky and Way).
- Feb 28 – Mar 2 **Communist dictatorship in a strong state: China**
- ❑ O’N, Chapter 9 (Communism and Postcommunism).
 - ❑ OR, Chapters 7 (Kuran) & 9 (Marx and Engels; Krastev; Gat).
- Mar 7 – 9 **States and regimes in Latin America**
- ❑ Sebastian Mazzuca, *Latecomer State Formation: Political Geograpgt and Capacity Failure in Latin America* (Yale University Press, 2021), “Introduction”, pp. 1-20; <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6577574&ppg=14>
 - ❑ O’N, Chapter 7 (Developing Countries)
 - ❑ OR, Chapter 7 (Crenshaw; Abrahams)
- Mar 14 – 21 **Democracy and violence in a weak state: Colombia**
- ❑ Gonzalo Sánchez and Donny Meertens, “*La Violencia*: Context for Political Violence in Colombia,” in Sánchez and Meertens, *Bandits, Peasants, and Politics: The Case of “La Violencia” in Colombia* (University of Texas Press, 2001), Chapter 2, pp. 9-34.
 - ❑ O’N, Chapters 7 (Political Violence)
 - ❑ Francisco Gutiérrez Sanín, “Internal Conflict, Terrorism, and Crime in Colombia,” *Journal of International Development* 18 (2006), pp. 137-150; <http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1002/jid.1267/abstract>
 - ❑ James Bargent, “Colombia Peace Accord: FARC doubts grow as ‘demobilizing’ zones stumble,” *Christian Science Monitor*, March 1, 2017, <https://www.csmonitor.com/World/Americas/2017/0301/Colombia-peace-accord-FARC-doubts-grow-as-demobilizing-zones-stumble>
- Mar 23 **Essay questions distributed**
- Mar 23 – 28 **Autocracy and violence in failed states**
- ❑ OR, Chapters 2 (Herbst; Rotberg), 6 (Weinthal and Jones Luong), & 10 (Collier and Gunning; Easterly; Acemoglu and Johnson).
- Mar 30 – Apr 4 **Globalization: Politics beyond states? Beyond democracy?**
- ❑ O’N, Chapter 4 (Political Economy)
 - ❑ OR, Chapter 11 (Florida; Rodrik; *The Economist*).

- ❑ Rana Dasgupta, "The demise of the nation state," *The Guardian*, 5 April 2018;
<https://www.theguardian.com/news/2018/apr/05/demise-of-the-nation-state-rana-dasgupta>

Apr 6 **Review; take-home essay due** (via D2L Dropbox)

Exam period **Final exam** (Closed book, 2.5 hours)

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2
<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3
<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.