DEPARTMENT OF POLITICAL SCIENCE  
www.politicalscience.ualberta.ca

2016 – POL S 235-B3 (91418)

Intro to Comparative Politics (Winter Term)

Course Title

Instructor: David M Wineroither  
Time: MWF 12:00-12:50
Office: 11-23 H.M. Tory Building
Telephone: 780-492-3591  Fax: 780-492-2586
E-mail: wineroit@ualberta.ca
Personal Website: TBA

Place: TB 38
Office Hours: T 1-3
or by appointment
Course Website: eClass

Course Prerequisite:  
POL S 101 or consent of instructor

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc?

☐ Yes  ☒ No, not needed. No such projects approved.

Community Service Learning component

☐ Required  ☐ Optional  ☒ N/A

Past or Representative Evaluative Course Material Available

☐ Exam registry – Students’ Union
http://www.su.ualberta.ca/services/infolink/exam/
☐ See explanations below
☐ Document distributed in class
☐ Other (please specify)
☒ NA

Additional mandatory Instructional fees (approved by Board of Governors)

☐ Yes  ☒ No

Course Description and Objectives:

This seminar is an entry level course designed to introduce students to major questions that motivate contemporary research. It should thus help them navigate in the wide subfield of comparative research. The course seeks to familiarize students with key theoretical frameworks, concepts and analytical methods commonly used in comparative political research, which is understood as the study of domestic political institutions, processes, and outcomes across and within countries. In this vein we will also tap on critical methodological issues and best practice conduct of empirical research.

In providing for more in-depth analysis, we will limit our scope to the practice of politics in consolidated liberal democracies. Topics include basic typologies of democratic institutions (e.g. majoritarian vs. consociational, presidential vs. parliamentary, unitary vs. federal); procedural and
output related performance of various types of democracy and varieties of capitalism; major trends in the preference formation in affluent postindustrial societies. This choice reflects upon the nature of central arguments in comparative politics ranging from institutions and culture to parties and regime types. Special attention will be paid to real-world challenges political decision-makers face in 21st century environment, including the rise of identity politics, issues of minority representation and institutional reform.

Texts:
This course is not taught from a textbook. Readings are drawn from a variety of sources that are typically held by the University of Alberta library. Many of these are electronic resources and available free of charge online as e-journal articles. You will need a valid CCID and password to access them. Class schedule, presented first in class, will be more specific on mandatory and optional readings for each class.

Grade Distribution (see “Explanatory Notes”):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group presentation in class</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance and participation in class, preparation</td>
<td>20%</td>
</tr>
<tr>
<td>Policy Brief, due April 1, 2016</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam on April 21, 2016</td>
<td>40%</td>
</tr>
</tbody>
</table>

Explanatory Notes on Assignments:

Group presentation in class
Your presentation(s) in a small group should analyse the profiles of one or two countries in a comparative context. Turn yourselves into country experts in a comparative perspective! The aim is to analyse and contextualize an exceptional case (deviant, prototypical etc.) within her peer-group of countries or compare to two countries with each other.

In any case, you will have to justify case selection. Why is it particularly interesting, relevant to turn to country X? Why to compare countries Y and Z? Perhaps you want to tell an interesting and theoretically relevant story of (missing) economic development, democratic convergence among larger or smaller countries, paths of democratic consolidation among younger democracies (e.g. authoritarian backlashes in former frontrunner states such as Hungary and Poland).

What about patterns of political competition? As of parties and party families, for instance, why are right-wing populists very successful in electoral terms in, say, Switzerland, while this type of a political party is entirely absent in the Irish case? Alternatively, what explains the recent rise of such a party in the German party system?

Try to address all or at least many of the following sections or questions:

What is it all about? (PROBLEM DEFINITION AND RESEARCH QUESTION)
Why did you select the country/countries at hand? (CASE SELECTION)
Why should we, as political scientists, care about this? (RELEVANCE)
What kind of methodology and tools do researcher apply? (METHODS)
What are the central goals researchers working on this topic have articulated? Major challenges, obstacles? (GOALS)
You should discuss your country choice(s) with your instructor beforehand. The chosen topic should correspond with the subjects covered in the respective week. You will certainly have to screen a variety of sources to fulfil your task; leading academic journals and a handpicked number of books, perhaps newspaper articles and other published or multimedia sources.

Dependent on the final number of participants in this course, students will be teamed up on the task. These small groups will consist of two to three members. Prepare together a short (approximately 30 minutes) oral presentation that includes one or several hypotheses for discussion in class. Ready materials must be sent to your instructor 24hrs ahead of your scheduled presentation at the latest!

**Attendance and participation in class, preparation**  
20%  
See section on Attendance, Absences, and Missed Grade Components for further details

**Policy Brief, due April 1, 2016**  
25%  
See Policy Brief Guide for details. Top performing students will be invited to present a condensed summary (roughly 10min.) in class. Presenting students receive a 5% upgrade on their overall grade for this course.

**Final exam (April 21, 2016)**  
40%  
This written exam will consist of questions to be answered in your own words, sometimes relating to simple facts, but no multiple choice testing. Duration: probably about 90 min. To know in advance the value of individual questions, you will find the percentage of the overall grade of each test at the end of every question in parentheses.

**Required Notes:**

“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.”

**Academic Integrity**

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx](http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) ) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

**Learning and working environment**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudsvservice: ([http://www.ombudscrvicc.ualbcrta.ca/](http://www.ombudscrvicc.ualbcrta.ca/)). Information about the University of
Academic Honesty:

All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, attendance throughout the term is required. The pattern of your attendance and the quality of your participation in and contribution to class discussions will determine your participation grade. All students are required to complete the required readings for each course and arrive prepared to discuss them. Class participation marks are awarded for consistent attendance and for contributions to discussion in class.

In this course, attendance and participation is worth 20% of the course grade. See section on grade components above for further details. Every student may miss up to three classes unexcused without any penalty. Each further class missed will result in a deduction of 5% per lass from the mark for attendance and participation.

Policy for Late Assignments:

Late assignments will be penalized 15% per day unless the late submission is due to illness or other compelling factor. Students are advised to communicate in advance if they anticipate a late assignment submission.
Specialized Support & Disability Services:
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email ssdsrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

Date of deferred Final Examination (if applicable):
NA

Grading:
Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“Political Science Department Undergraduate Grading Scale”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

<table>
<thead>
<tr>
<th>Letter</th>
<th>%</th>
<th>Pts</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>86-89</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>82-85</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>78-81</td>
<td>3.3</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>74-77</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>70-73</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>66-69</td>
<td>2.3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>62-65</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>54-57</td>
<td>1.3</td>
<td>Poor</td>
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<tr>
<td>D</td>
<td>50-53</td>
<td>1.0</td>
<td>Minimal Pass</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Please note that each student’s final grade will be based upon absolute measures of achievement on course work. Relative performance assessments (bell shaped curves etc.) do not weigh in.

Class Schedule (course schedule subject to change as events warrant)
Mondays and Wednesdays will consist of lectures primarily but will have interactive components. Fridays will be reserved for recitation, discussion and presentations given by students.

Some mandatory readings (journal articles and book chapters) will be easy digestible while a few others will be more demanding to be understood properly. In the case of the latter, the weekly reading load will typically comprise of fewer pages.

Course readings*

* The list contains sources which are available in print only. Most articles taken from the Caramani textbook and all referring to the one by Newton and van Deth will be distributed via eClass. You will find several copies of Caramani’s


### Week 1

**January 4**

**Welcome and roadmap**

(a) Introduction of detailed schedule and rules of the game

(b) Navigating through the field of comparative politics

**January 6**

**The comparative method**

(a) Case study approaches

(b) Qualitative and quantitative tools

(c) Preeminent data sets and important databases

Required reading

Caramani, 2-3

Collier (oldie but goldie!)

[http://polisci.berkeley.edu/Sites/default/files/people/g3277/APSA-TheComparativeMethod.pdf](http://polisci.berkeley.edu/Sites/default/files/people/g3277/APSA-TheComparativeMethod.pdf)

**January 8**

**Democracies and autocracies**

Required reading

Caramani, 4-6

### Week 2

**January 11**

**Democratic transition and consolidation**

Required reading

Foreign Policy


Schedler


Linz and Stepan (mandatory reading consists of chapter 1 only!)


**January 13**

**Electoral systems and means of direct democracy**

Required reading

Oxford Handbook, 30

Caramani, 10

**January 15**

Recitation, group presentation

MITCH Bartrem SCOTT Bell, STEFAN Bozunovic

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*Comparative Politics* on RESERVE DESK in Rutherford Library. Click on links below to access materials available online.
Week 3  Institutions
January 18  Constitutions and the judiciary
Required reading
Caramani, 9

January 20  Executives
Required reading
Caramani, 8
Newton and van Deth

January 22  Recitation, group presentation
NICHOLAS Carlson, TAYLOR Chase, VICTORIA DeJong

Week 4  Institutions
January 25  Legislatures
Required reading
Caramani, 7

January 27  Multi-level governance
Required reading
Caramani, 11
Newton and van Deth, 6

January 29  Recitation, group presentation
ABIGAIL Frimpong, BRITANI Gough, ANJ Grewal

Week 5  Culture, Actors and Preferences
February 1  Political culture and participation
Required reading
Caramani, 18
Newton and van Deth, 9

February 3  Interest groups and social movements
Required reading
Caramani, 14 & 16

February 5  Recitation, group presentation
EVAN Gyulai, MARTINA Iseghohi, SPENCER Jensen

Week 6  Actors and preferences
February 8  Voters and parties
Required reading
Newton and van Deth, 12
February 10  
Patterns of political competition  
Required reading  
Bakker et al.  

February 12  
Recitation, group presentation  
JACOB Jung, SONALI Khurana, SHAUN Lewandoski

Week 7  
Actors and preferences  
February 22  
Types of political parties  
Required reading  
Gunnther and Diamonc  
http://ppq.sagepub.com/content/9/2/167.abstract  
http://www.alemis.edu/courses/pol628/gunntherdiamond03.pdf  
Newton and van Deth, 14

February 24  
Party systems and party government  
Required reading  
Caramani, 13  
Newton and van Deth, 13

February 26  
Recitation, group presentation  
ALANA Lim, COURTenAY May, KENDALL Melrose

Week 8  
Policies, Processes and Outputs  
February 29  
Policymaking processes and policy output  
Required reading  
Caramani, 20 & 22

March 2  
Welfare states  
Required reading  
Caramani, 21

March 4  
Recitation, group presentation  
SKYLAR Niehaus, JASMINE Payant, MATTHIEU Petit

Week 9  
Outcomes and Performances  
March 7  
Majoritarian and consensus democracies  
Required reading  
Lijphart, 16 (electronic version through NEOS)  

March 9  
Quality of Democracy  
Required reading
March 11  Recitation, group presentation
TAYLOR Reid, DAREK Skinner, KYLE Somerville

March 14  Case study of the European Union
Required reading
Caramani, 23

March 16  Farewell to US exceptionalism? The polarized presidency
Required reading
Cameron

March 18  Recitation, group presentation
MARTYNA Stryjski, MENNA Tegene

Week 11  Debate: Hollowing out of Western democracy?
You should carefully read and watch the materials for this week (13). In class, we will discuss
whether the electoral rise and legislative presence of populist/extremist is merely a threat to
democracy or can be seen as strengthening democracy in some respect, e.g. in terms of legitimacy
and representation. Likewise, do phenomena of post-democracy represent democratic business as
usual, and are hence unavoidable to some extent? Lively discussions expected!

March 21  V4 ambassadors coming to E-town, exact time TBA
Required reading TBA

March 23  Populists and extremists: the end of mainstream politics?
Required reading
Kriesi and Pappas
EHF report

Week 12  Debate: Hollowing out of Western democracy?
March 30  Post-Democracy
Required watching
Crouch on Post-Democracy
https://www.youtube.com/watch?v=FnTQ Isaac08HM
April 1  Recitation, group presentation
        JULIA Werkman, JESSICA Wng

Week 13  Conclusions
April 4  Policy Briefer – Best of
April 6  Q&A based on questions posted on eclass; preparation for the final exam
April 8  Wrap up

Final Exam
April 14, 2016, 2pm, (TBA, but probably T B 38)
NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

Cheating (Continued)

30.3.3(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.3(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.3(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (TIE) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behaviour. There are helpful tips for Instructors and Students. Please take the time to visit the website at: http://www.ualberta.ca/tie
EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM

Procedures for Instructors Regarding

Plagiarism, Cheating,

Misrepresentation of Facts and Participation in an Offence

The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The Instructor may also include a recommendation for sanction.

Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

- 30.4.3(2) a.i a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
- 30.4.3(2) a.ii Reduction of a grade in a course
- 30.4.3(2) a.iii a grade of F for a course
- 30.4.3(2) a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
- 30.4.3(3) b Expulsion
- 30.4.3(3) c Suspension

The following sanctions may be used in rare cases:

- 30.4.3(3) e Suspension of a Degree already awarded
- 30.4.3(3) f Recission of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)c.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR MARTIN FERGUSON-PELL
ACTING PROVOST AND VICE-PRESIDENT (ACADEMIC)

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and of student disciplinary procedures.

Updated: 30/01/2013