UNIVERSITY OF ALBERTA

Comparative Politics

POL S 230
Lec Q1

Fall 2014    Day: W    Time: 18:00 – 21:00    Room No: T1 90

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COURSE DESCRIPTION:

Political Science 230 is a full-year course and a prerequisite for 300 and 400 level classes on comparative politics in the Department of Political Science. The goal of this course is to provide a solid foundation for students seeking to understand the issues and themes in the field of comparative politics. In order to do this, the course will be structured on the basis of concepts and themes of study within the field. This will include themes, concerning economic and political transition, political systems, identity and public policy. Additionally, for each specific concept within these wider themes, an effort will be made to incorporate case studies that help to provide empirical reflections on the theoretical foundations covered. Finally, an effort will be made to connect these various themes so students can gain a deeper understanding of the linkages between these various concepts, to allow for a more holistic understanding of each of the concepts covered.

COURSE PREREQUISITES: POLS 101

Students without the course prerequisite should speak with the instructor before registering. At the request of an instructor, the Department may cancel your registration if you do not have the required course prerequisites. Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar.

CLASS OBJECTIVES:

- Introduce students to differing concepts and themes within the field of comparative politics
- Highlight the different approaches in the field that help to explain the political processes in states
- Demonstrate how a wide range of countries, can be studied using cross-cutting concepts
- Attempt to demonstrate the value in linking these concepts to provide for a deeper understanding of each particular one
CLASS FORMAT:

The class consists of one three-hour session per week (Wednesday). Roughly 2/3 of class time will be structured in lecture format in which an overview of key themes and debates will be presented. The remaining 1/3 of class time will be utilized to allow for presentations and small group discussion. This format seeks to allow for more in-depth student led discussions on areas of interest.

OFFICE HOURS:

Time: Wednesday at 5 PM or by appointment
Office: 11-15 Tory Building
Email: bal@ualbert.ca

E-MAIL POLICY:

I will try to reply to student e-mails within 24 hours. Be nice. Although e-mailing is a good method of asking a short succinct question, for a question that requires a longer drawn out answer, or for a number of short questions, it may be better to meet during office hours.

COURSE TEXTS:

The following texts can be purchased from the bookstore (or online).
Required:

  - Website: http://global.oup.com/us/companion.websites/9780195392104/
  - All readings will be from the Dickovick and Eastwood text (D&E), unless otherwise specified

REQUIREMENTS AND EVALUATION:

The course requirements are outlined below. Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar. Tests and assignments will be assigned a percentage and a letter grade. The instructor will not ‘curve’ or adjust final grades according to any preset formula.

- **Current Events Presentations – grade will be assigned based on attendance and participation (15%, 5% each)**
  - In order to ensure students are up to date with the global political climate and in an effort to integrate learning to the real world, students are urged to follow national and world news through various online sources (i.e. New York Times, Globe and Mail, NPR etc.). With the goal of encouraging discussion and debate, students will be asked to make 3 short (3-5 minutes) presentations on a political event that is in the news. The presentations should be concise and clear, be relevant to class material, and provide certain details. Specifically, students should address what the article is about, when the event happened, who was involved, why it’s important to global politics, and how it relates to the class (3%). Finally,
students are required to address how the article relates to the class, provide their own opinion on the event (1%), and to pose a question to facilitate class discussion (1%). The three presentations with the highest grades will be counted towards the final grade, the lowest grade will be dropped.

Students must present all 4 presentations before week 10 (November 5th).

- **Position Paper – 5 pages double-spaced (25%)**
  - In an effort to get students to engage with academic literature on the issues studied in the field of comparative politics, students will be required to write a position paper on a debate in the field. This requires first selecting a debate (for examples of key debates see the “cause and effects” sections in chapters 3, 4, and 5) and locating an academic journal article on the debate. Students will then be required to analyze the article. This analysis will consist of identifying which theory or theories are being tested, the hypothesis(es), the variety of data used, and an evaluation of overall argument. Then students will be required to take a position on the article and present an argument in support or against its validity.
  - Further details on how to write position papers can be found at: http://www.sfu.ca/cmns/130d1/WritingaPositionPaper.htm
  - Due at the start of class in week 5 (October 1st)

- **Mid-Term – (30%) – 2 hours**
  - Multiple choice and short answer format, will cover course material for the first 6 weeks of the semester. Example questions for short essays will be provided in advance.
  - Given week 7 (October 15th)

- **Research Proposal – 5 pages double spaced + short (5 minutes) outline presentation (30%, 25% for the paper + 5% for the presentation)**
  - Students will be asked to present on and write a brief 5-page research proposal. Students will have to develop a research question, conduct a literature review, select a theoretical framework, and justify their choice of methods and cases selection. As students may select topics that have not yet been covered in class, the literature review portion of this assignment will be of particular importance. A few weeks before the proposal is due, students will get a chance to present a proposal outline to classmates to get constructive feedback. For more details on what constitutes a good research paper see: http://depts.washington.edu/pwwRITE/handouts/HowtoWriteResearchProposals.pdf
  - Students must present outlines in weeks 10 and 11 (November 5th & November 12th), written proposal due at the start of class in week 14 (December 3rd)
**GRADING SCHEME:**

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LATE PENALTIES, PLAGIARISM & ACADEMIC HONESTY:

Late assignments: It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not explain this lack of communication, then you should be prepared to be penalized 5% per day.

Plagiarism & Academic Dishonesty: 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.uofaweb.ualberta.ca/gfc/policymanual/content.cfm?ID_page=37633 ) and avoid any behaviour, which 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. An important excerpt from the Code of Student Behaviour is appended at the end of this syllabus. Additional information and resources are available through the UofA’s Truth in Education project: http://www.uofaweb.ualberta.ca/TIE/ .

SPECIALIZED SUPPORT & DISABILITY SERVICES:

Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): http://www.uofaweb.ualberta.ca/SSDS/ . This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction & Authorization" form.

FEELING OVERWHELMED? (In need of student, social, financial or security services?):

The Student Distress Centre is there to listen, offer support, supply information and provide services:

- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www.su.ualberta.ca/sdc
• Chat: http://www.campuscrisischat.com/

**Comparative Political Analysis**

**Week 1 (Sept. 3rd): Introduction to Course/Icebreaking exercises**
- Course outline and overview
- Discussion of assignments and expectations
- Icebreaking exercises to learn more about class, academic interests
- General admin

**Week 2 (Sept. 10th): The Comparative Approach**
- Overview of the field of Comparative Politics.
- What is comparative politics, why compare?
- What are important issues to study in comparative politics?

**Readings:**
- Chapter 1: The Comparative Approach: An introduction (D&E)

**Week 3 (Sept. 17th): The Comparative Approach**
- What role do theories have in the comparative method?
- How do we form and test hypotheses?
- How can we compare?
- What are the important factors to consider when comparing?

**Readings:**
- Chapter 2: Theories, Hypotheses, and Evidence (D&E)

**The State, Development, Democracy, and Authoritarianism**

**Week 4 (Sept. 24th): The Modern State**
- What makes a modern state?
- What are its origins?
- How do states form?
- What are the typologies of the state?

**Readings:**
- Chapter 3: The Modern State + Case(s) in Context readings (D&E)

**Week 5 (Oct. 1st): Development and Political Economy**
- How do we measure development?
- What role do economic and cultural systems have on development?
- What structures and institutions impact development?

**Readings:**
• Chapter 4: Development and Political Economy + Case(s) in Context readings (D&E)

Week 6 (Oct. 8th): Democracy and Democratization/Review
• What are the types of democracies?
• What are the types of democratization?
• What are the key processes involved in democratization?
• Who are the key actors?

Readings:
• Chapter 5: Democracy and Democratization + Case(s) in Context readings (D&E)

This class will also include an hour for reviewing for the mid-term exam

Week 7 (Oct. 15th): MID-TERM

Institutions of Government

Week 8 (Oct. 22nd): Constitutions and Constitutional Design
• What types of constitutions exist?
• What are some properties of different types of constitutions?
• What type of structures do constitutions help form?
• What types of constitutional relationships are created between actors and institutions?

Readings:
• Chapter 7: Constitutions and Constitutional Design + Case(s) in Context readings (D&E)

Week 9 (Oct. 29th): Legislatures and Legislative Elections
• What is the role of legislatures?
• What is the difference between unicameral and bicameral legislatures?
• What electoral systems exist for electing legislators?

Readings:
• Chapter 8: Legislatures and Legislative Elections + Case(s) in Context readings (D&E)

Week 10 (Nov. 5th): Executives
• What is the difference between the presidential and parliamentary system?
• What powers do executives have?
• What are the styles of presidential rule?
• What are the patterns of parliamentary rule?
**Readings:**
- Chapter 9: Executives + Case(s) in Context readings (D&E)

**Week 11 (Nov. 12th): Political Parties, Party Systems, and Interest Groups**
- What is the role of political parties in political systems?
- What types of political parties exist?
- How do party systems impact representation?
- What role do interest groups play in a political system?

**Readings:**
- Chapter 10: Political Parties, Party Systems, and Interest Groups + Case(s) in Context readings (D&E)

**Politics, Society, and Culture**

**Week 12 (Nov. 19th): Revolutions and Contention/Nationalism and National Identity**
- What is contention?
- What leads to revolutions?
- What are the approaches to nationalism?
- Why does nationalism emerge?

**Readings:**
- Chapter 11: Revolutions and Contention + Case(s) in Context readings (D&E)
  OR
  Chapter 12: Nationalism and National Identity + Case(s) in Context readings (D&E)

**Week 13 (Nov. 26th): Race, Ethnicity, and Gender/Ideology and Religion in Modern Politics**
- How do we understand race and ethnicity?
- How do structures account for minority rights?
- What are the types of ideologies that exist?
- How does modernization impact the role of religion in politics?

**Readings:**
- Chapter 13: Political Parties, Party Systems, and Interest Groups + Case(s) in Context readings (D&E)
  OR
- Chapter 14: Political Parties, Party Systems, and Interest Groups + Case(s) in Context readings (D&E)
The Comparative-International Nexus

Week 14 (Dec. 3rd): Comparative Politics and International Relations
- What are some of the key global issues facing states today?
- Can these issues be dealt with at a national level?
- What mechanisms are available to states to deal with global issues?
- What theoretical frameworks exist which allow us to understand inter-state relations?

Readings:
- Chapter 15: Comparative Politics and International Relations + Case(s) in Context readings (D&E)
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

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 cooperation 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)

30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(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, 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.

30.3.2(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 Offence [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. Rescission 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 that 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