

**UNIVERSITY OF ALBERTA  
DEPARTMENT OF POLITICAL SCIENCE**

**THEORIES AND METHODS OF COMPARATIVE POLITICS  
POL S 600 (SEM A1)  
FALL 2015**

**Wednesday 2:00-4:50 PM**

**Humanities Centre, 4<sup>th</sup> Floor, Room 96**

**Instructor: Julián Castro-Rea**

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**Office hours:** Monday, 2 – 4 PM or by appointment.

**COURSE DESCRIPTION:**

POL S 600 is a critical introduction to the study of comparative politics, intended for graduate students. This course examines major theories and methods of comparative inquiry, and surveys the main concepts and key debates defining the comparative politics field today.

**COURSE GOALS:**

By successfully completing this course, students will develop:

- a critical understanding of comparative politics as a distinct field of political science,
- the skills to identify and relate different theories and methods,
- the ability to produce a comparative politics research protocol, making use of the approaches and methods most appropriate for the object of study.

**CLASS FORMAT:**

All sessions in this class will be organized as seminar. Students will therefore be partly responsible for a successful course, through their involvement in reading, asking questions and engaging in discussion in class.

**REQUIREMENTS AND EVALUATION:**

Policy about course outlines, grading and related matters can be found in Section 23.4 (2) of the University Calendar. 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. Most importantly, students are expected to participate actively in all seminar discussions. All requirements will be assigned a partial mark expressed in percentage points, the sum of which will be translated into an equivalent letter for final grading purposes.

## **GRADING:**

### **a) Participation in class: 20%**

Students are expected to read all assigned materials in advance and to actively participate in class discussions. For the sessions dealing with the central concepts in comparative political science, offered in the second half of the course (October 7 through December 2), students are expected to bring to class and introduce one example of comparative politics research where the central concept to be discussed is employed.

### **b) Two presentations in class: 30% (15% each)**

The first presentation will be based on one of the mandatory readings listed in this outline, at the student's choice. The student is expected to present the main ideas contained in the reading the day it is assigned, relating them to previous discussions in class, and lead further discussion afterwards. Presentations should include the main thesis advanced in the reading, a summary of the evidence presented to support the thesis, a critical analysis of the reading (assessment of strengths and weaknesses) and questions for discussion. Presentations will be around 15-20 minutes in length.

The second presentation will be about the student's own final project in progress (see items c and d below). The student is expected to outline the project by explaining the main thesis, its relevance for comparative politics, the chosen methodology and preliminary references. The schedule for this second presentation will be determined by the instructor, based on the topics that the students intend to work on.

### **c) Preliminary project: 10%**

Students will elaborate a comparative politics research protocol, making use of the approaches and methods most appropriate for the object of study of their choice. It must contain a title, an explanation of the rationale of the proposed research, a hypothesis, a methodology and preliminary sources. A sketch of this project must be submitted to the instructor by **September 30**.

### **d) Final project: 40%**

Students will develop a comparative politics research protocol in full, taking advantage of the instructor's comments and the feedback received from their peers during the second presentation (see item b). For final submission purposes of this project, only hard copies will be accepted, no electronic submissions will be considered. Late submissions will be penalized 5% of the final grade per day, including weekends. **Due date: December 7.**

## **COURSE SCHEDULE:**

**Week 1 / September 2 - Introduction and explanation of course expectations.**

**Week 2 / September 9 - Why Compare in Politics?**

### **Readings:**

- Sartori, Giovanni, "Compare: Why and How. Comparing, Miscomparing and the Comparative Method" in Dogan, Mattei & Ali Kazancigil, eds., *Comparing Nations : Concepts, Strategies, Substance*, Cambridge : Blackwell, 1994.; pp. 14-29.
- Peters, Guy, *Comparative Politics. Theory and Method*, New York: New York University Press, 1998; PP. 1-27.
- Bara, Judith, "Methodologies for Comparative Analysis" in Bara, J. & Mark Pennington, eds., *Comparative Politics. Explaining Democratic Systems*, Los Angeles: Sage, 2009; pp. 41-65.
- Hall, Peter A., "Aligning Ontology and Methodology in Comparative Research" in Mahoney, maes & Dietrich Rueschemeyer, eds., *Comparative Historical Analysis in the Social Sciences*, New York: Cambridge University Press, 2003; pp. 373-399.

**Week 3 / September 16 - How to Compare? Approaches to Comparative Politics. Part 1:**

### **Theories**

### **Readings:**

- Munck, Gerardo, "The Past and Present of Comparative Politics" in G. Munck & Richard Snyder, *Passion, Craft, and Method in Comparative Politics*, Baltimore: Johns Hopkins University Press, 2007, pp. 1-48.
- Bowen, John R. & Roger Petersen, *Critical Comparisons in Politics and Culture*, New York: Cambridge University Press, 1999; pp. 77-117.
- Gilman, Nils, *Mandarins of the Future: Modernization Theory in Cold War America*, Baltimore: John Hopkins University Press, 2003; pp. 1-23.

**Week 4 / September 23 - How to Compare? Approaches to Comparative Politics. Part 2: More theories**

### **Readings:**

- Jenkins, Rob, "Where Development Meets History" in *Commonwealth & Comparative Politics*, vol. 44, no. 1, March 2006; pp. 2-15.
- Levi, Margaret, "A Model, A Method and A Map: Rational Choice in Comparative and Historical Analysis" in Lichbach, Mark Irving & Alan S. Zuckerman, eds., *Comparative politics : rationality, culture, and structure*, New York: Cambridge University Press, 2009; pp. 19-37.
- Przerworski, Adam, "Institutions Matter?" in *Government and Opposition*, vol. 39, no. 4, 2004; pp. 527-540.

**Week 5 / September 30 - How To Compare? Approaches to Comparative Politics. Part 3:**

### **Methods**

### **Readings:**

- Pennings. Paul et al, *Doing Research in Political Science*, London: Sage, 2006; pp. 30-51.
- Burnham, Peter et al, *Research Methods and Politics*, New York: Palgrave, 2004; pp. 58-79.
- Peters, G., *Comparative Politics...*; pp. 137-155.
- Rueschemeyer, Dietrich, "Can One or More Cases Yield Theoretical Gains?" in Mahoney, James and Rueschmeyer, D., eds., *Comparative Historical Analysis in the Social Science*, New York: Cambridge University Press, 2003; pp. 305-335.

## **Week 6 / October 7 – Ten Central Concepts in Comparative Political Science**

### **Reading:**

- Trent, John E., “Issues and Trends in Political Science at the beginning of the 21<sup>st</sup> Century: Perspectives from the World of Political Science Book Series” in Trent, J. & Michael Stein, eds., *The World of Political Science: A Critical Overview of the Development of Political Studies around the Globe: 1990-2012*, Opladen: Barbara Budrich, 2012; pp. 91-153.

### **1. DEMOCRACY (& democratization, elections, parties)**

#### **Readings:**

- Schmitter, Philippe & Terry Lynn Karl, “What Democracy is... and is not” in O’Neil, Patrick & Ronald Rogowski, eds., *Essential Readings in Comparative Politics*, New York: W. W. Norton, 2010; pp. 151-160.
- Varieties of Democracy project, available at <https://v-dem.net/DemoComp/en>

## **Week 7 / October 14**

### **2. DEVELOPMENT (& political economy)**

#### **Readings:**

- Acemoglu, Daron, “Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development” in O’Neil, P. & R. Rogowski, eds., *Essential Readings...*; pp. 128-132.
- Hall, Peter A., “The Role of Interests, Institutions and Ideas in the Comparative Political Economy of the Industrialized Nations” in Irving, Mark & Alan S. Zuckerman, eds., *Comparative Politics*, Cambridge: Cambridge University Press, 1997; pp. 174-201.
- Wallerstein, Immanuel. 2005. “After Developmentalism and Globalization, What?” *Social Forces*, vol. 83, no 3; pp. 1263-1278.

## **Week 8 / October 21**

### **3. STATE (& system, regime, institutions, political change)**

#### **Readings:**

- Migdal, Joel S., “Studying the State” in Irving, M. & A. Zuckerman, eds., *Comparative Politics...*; pp. 208-235.
- Hagopian, Frances, “Political Development, Revisited”, in *Comparative Political Studies*, vol. 33, nos. 6-7, August-September 2000; pp. 880-911.
- Skocpol, Theda, “France, Russia, China: A Structural Analysis of Social Revolutions” in O’Neil, P. & R. Rogowski, eds., *Essential Readings...*; pp. 442-460.
- Lijphart, Arend, “Constitutional Choices for New Democracies” in O’Neil, P. & R. Rogowski, eds., *Essential Readings...*; pp. 161-170.

## **Week 9 / October 28**

### **4. NATIONALISM (& ethnicity, Indigeneity)**

#### **Readings:**

- Hobsbawm, Eric, *Nations and Nationalism since 1780. Programme, Myth, Reality*, Cambridge: Cambridge University Press, 1992; pp. 163-192.
- Shulman, Stephen, “Challenging the Civic/Ethnic and West/East Dichotomies in the Study of Nationalism”, in *Comparative Political Studies*, vol. 35, no. 5, June 2002; pp. 554-585.
- Peeler, John, “Citizenship and Difference in Latin American Indigenous Politics: Democratic Theory and Comparative Politics” in Holmes, Jennifer, ed., *New Approaches to Comparative Politics*, Lanham: Lexington Books, 2003; pp. 65-82.

## **Week 10 / November 4**

### **5. GOVERNANCE (& bureaucracy, policy analysis)**

#### **Readings:**

- Orellana, Salomon, *Electoral systems and governance: how diversity can improve policy-making*, New York: Routledge, 2014; pp. 1-10.
- Fitzpatrick, Jody et al, "A New Look at Comparative Public Administration: Trends in Research and an Agenda for the Future" in *Public Administration Review*, vol. 71, no. 6, 2011; pp. 821-830.
- Muntaner, Charles et al, "Politics, welfare regimes, and population health: controversies and evidence" in *Sociology of health & illness*, vol. 33, no. 6, 2011; pp. 946-964.

### **6. FEDERALISM (& local politics)**

#### **Reading:**

- Watts, Ronald, *Comparing Federal Systems*, Kingston: Institute of Intergovernmental Relations-Queen's University, 1999; pp. 1-17.

## **November 11: Fall term reading week.**

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## **Week 11 / November 18**

### **7. IDEOLOGIES (& cultures, values)**

#### **Readings:**

- MacKenzie, Iain, "The Meaning of Ideology" in Geoghegan, Vincent & Rick Wilford, eds., *Political Ideologies. An Introduction*, London: Routledge, 2014; pp. 1-18.
- Inglehart, Ronald and Christian Welzel, "Political Culture and Democracy: Analyzing Cross-Level Linkages", in *Comparative Politics*, vol. 36, no. 1, October 2003; pp. 61-79.
- World Values Survey, available at <http://www.worldvaluessurvey.org/wvs.jsp>

## **Week 12 / November 25**

### **8. SOCIETY (& grassroots politics, social movements, political sociology)**

#### **Readings:**

- Putnam, Robert, "Tuning It, Tuning Out: The Strange Disappearance of Social Capital in America" in O'Neil, P. & R. Rogowski, eds., *Essential Readings...*; pp. 170-198.
- Greene, Ronald & Kevin Kuswa, "'From the Arab Spring to Athens, From Occupy Wall Street to Moscow': Regional Accents and the Rhetorical Cartography of Power" in *Rhetoric Society Quarterly*, vol. 42, no. 3, 2012; pp. 271-288.

## **Week 13 / December 2**

### **9. GENDER (& queer politics)**

#### **Reading:**

- Chappell, Louise et al, "Moving to a Comparative Politics of Gender", special issue of *Politics & Gender*, vol. 2, 2006; pp. 221-235, 249-263.
- Frank, David J. & Nolan Phillips, "Sex Laws and Sexuality Rights in Comparative and Global Perspectives" in *Annual Review of Law and Social Science*, vol. 9, 2013; pp. 249-267.

### **10. Ψῶν πολιτικόν (political psychology)**

#### **Reading:**

- Jost, John T. et al, "Political Neuroscience: The Beginning of a Beautiful Friendship" in *Advances in Political Psychology*, vol. 35, suppl. 1, 2014; pp. 3-42.

**December 7: General conclusions. Research project due.**

## **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% of the final grade 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.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) 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.osja.ualberta.ca/en.aspx>.

## **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.ssds.ualberta.ca/>. 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 Peer Support Centre is there to listen, offer support, supply information and provide services:

- Call: 492-HELP (492-4357)
- Drop in: 2-707 in the Students Union Building.
- Book an appointment: (780) 492-4268
- Visit: <http://www.su.ualberta.ca/services/psc/>

**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR**  
(UPDATED EFFECTIVE MAY 12, 2006)

**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).

**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, 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.

**30.3.2(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. See also 30.3.2(2) b, c, d and e.

**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 (T\*I\*E) 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 behavior. There are helpful tips for Instructors and Students.

Please take the time to visit the website at:  
<http://www.osja.ualberta.ca/en.aspx>



*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 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)

30.3.2(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, 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.

30.3.2(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.

**More information can be found at:** <http://www.osja.ualberta.ca/en.aspx>

## EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM

<p><b><i>Procedures for Instructors Regarding Plagiarism, Cheating, Misrepresentation of Facts and Participation in an Offence</i></b></p> <p>The following procedures are drawn from the <i>Code of Student Behaviour</i> 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).</p> <p><b>30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour</b></p> <p><b>30.5.4(1)</b> 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.</p> <p><b>30.5.4(2)</b> 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.</p>	<p><b>Possible Sanctions</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>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</li> <li>30.4.3(2) a.ii Reduction of a grade in a course</li> <li>30.4.3(2) a.iii a grade of F for a course</li> <li>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</li> <li>30.4.3(3) b Expulsion</li> <li>30.4.3(3) c Suspension</li> </ul> <p>The following sanctions may be used in rare cases:</p> <ul style="list-style-type: none"> <li>30.4.3(3) e Suspension of a Degree already awarded</li> <li>30.4.3(3) f Rescission of a Degree already awarded</li> </ul> <p><b>30.6.1 Initiation of an Appeal</b></p> <p><b>30.6.1(1)</b> 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)e.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.</p>
<p style="text-align: center;"><b>PROFESSOR STEVEN PENNEY CHAIR, CAMPUS LAW REVIEW COMMITTEE</b></p>	<p style="text-align: center;"><b>DR STEVEN DEW PROVOST AND VICE-PRESIDENT (ACADEMIC)</b></p>

\* 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: 27/08/2015