Course Description:
This course introduces you to comparative politics, one of the four sub-fields in political science. As a field of study, comparative politics focuses on the diversity of political systems around the world. The field therefore encompasses a diverse array of topics, in particular theorizing two foundational concepts of political science: state and nation. In Module 1 we will be studying the difference between different types of political regimes and what factors make regime change possible. In Module 2, we will examine political identity shaped by ethnicity, religion and gender. We will conclude the course by asking why people participate collectively in politics.

Pre-Requisites: One of PSCI 100, 101, 110, 15

Course Objectives:
By the end of the course, you should be able to:
- Define and apply key concepts in comparative politics, including state, nation, political identity, and collective action.
- Compare and contrast the political systems of the countries explored in the course, paying particular attention to historical, political, economic, geographical, and moral aspects of governance in each country.
- Use the comparative method to analyze contemporary political systems

Course Requirements, Expectations, and Standards:
Learning success in this course is dependent on completing readings before coming to class, attending lectures and contributing to class discussions. Please note that this is a lecture-intensive course.

Texts:
All readings will be available in pdf or html format on the course website in LEARN.

Evaluation:
In class test 20%
Research Essay 30%
Hypothesis-testing exercises 30% (10 total)
Participation
  Class participation 10%; Attendance 10% (for the lectures)
Participation: (20%)
Class participation (10%) and attendance (10%) will be graded from January 17, 2018 onwards. This means that there are exactly 20 sessions which will be graded for participation. Each class will be marked out of 4 pts, weighted to reflect 0.5% of your total grade. **You have to attend class to earn participation points.**

There are two ways to earn participation points:

1) You may write a response (350-500 words) to the readings for the particular class. To be eligible for grading your response must be submitted before 3 pm on the day of class in the drop box on LEARN and you must actually attend class.

2) You may engage in class discussion by answering and asking questions, forming opinions etc. While each student should participate frequently in discussions, the quality of the contribution is more important than quantity.

- Positively Evaluated: Responding to others’ remarks or questions in a serious and thoughtful manner; drawing together ideas to create new ones; showing respect and interest for other arguments and points of view; engaging others in pertinent and informed dialogue; curiosity in the origin of other points of view; wit and insight.

- Negatively Evaluated: The domination of class discussion by means of volume, tone, or sarcasm; 100% speaking or 100% listening with little attempt to balance both; refusal to acknowledge other points of view; not listening or appearing to listen; intemperate interruptions; uninformed or glib answers, including just general opinion; lack of weekly preparation.

Hypothesis-testing Exercises: (30%)
Starting in week 3, one session every week will be dedicated to completing the hypothesis-testing exercise. You will find in each week’s module on LEARN, a brief including a statement that can be tested using real-world country cases and the process of gathering evidence You are expected to read this brief and to work through the puzzle presented. In class, through discussion and the sharing of ideas we will assess the hypothesis. This discussion will last almost 50 minutes. In the remaining 25 minutes you will type up a response to the hypothesis-testing exercise (500-700 words). Each assignment is worth 3% (30 pts). These are in-class assignments and are due at the end of class and must be submitted on LEARN by 4:30 pm at the latest. Please note that if you do not attend class, your assignment will not be graded.

Assignments: (50%)

Take-home test, 20%:
On February 14, 2018 I will provide you with a take-home assignment in class. You will have 48 hours to attempt the assignment, and submit it on LEARN on February 16, 2018 by 4:30 pm. External research will not be required. More information about what you can expect and how to prepare for the assignment will be provided closer to the time.

Research Essay, 30%:
You are expected to write an argumentative essay (1500-2000 words) in response to the two choices given below. You will be required to do external research for this assignment. The essay is due on April 4, 2018 by 4:30 pm.

1) Choose an instance of civil war and disprove that ethnic diversity was not the root cause of the civil war by examining other causal explanations.
2) Choose a single policy issue, such as climate change, to show how social movements, nearest
groups and politicians examine and respond to the issue differently. The objective is to
differentiate between the strategies of social movements, interest groups and political
parties.

**COURSE POLICIES**

**Course Website:** The course outline, detailed assignments, class announcements, grades, etc. will
be available on the course website on LEARN. If you have questions about when assignments are
due, late policies, sickness accommodation, etc., your first source of information is the course
outline. Users can login to LEARN via: LEARN http://learn.uwaterloo.ca/. Use your WatIAM/Quest
username and password.

Under the module titled Course Information, you will find the course outline. Each week’s readings
and lecture slides will appear under individual modules titled Week 1, Week 2 and so on.
Instructions for assignments, the grading rubric used to evaluate the assignments will be found
under the module titled Assignments.

**Submission of Assignments:** The final submission date for assignments is 3 days after the due
date (with the imposition of late penalties). The instructor WILL NOT accept the assignment for
grading after 3 days have passed regardless of documented extenuating circumstances. If an
extenuating circumstance may prevent you from submitting an assignment by its submission date,
please contact the professor before the due date and be prepared to provide official documentation
concerning your situation.

Assignments have to be submitted by 4:30 pm on the due date. Upload your assignment on Learn in
the appropriate drop box folder. The time-stamp given on the uploaded document in Learn dropbox
will be used to determine if an assignment is late. For assignments submitted on Learn, you are
responsible for ensuring that files are uncorrupted and submitted as a .pdf document or as a
Microsoft Office word document.

All written assignments must be formatted accordingly: Times New Roman, font size 12, 1” margins
on all sides and double-spaced.

**Late Penalties:** All late assignments (that is, assignments submitted after 4:30 pm on their due
date or participation responses after 3 pm) will be penalized 5% a day (including weekends). The
instructor WILL NOT accept the assignment 3 days after the due date (please see submission policy
above)

For example, if you submitted your assignment at 7 pm on the due date it will count as a late
submission. If you received 16/20, a 5% penalty would mean that you will get 15/20
instead.

A waiver of this penalty will be considered only in the event of an officially documented extenuating
circumstance (this does NOT include a note from your mother). Also see “Extension Policy” below.
Late assignments can be placed in the professor’s drop box in the Department of Political Science.

**Extension Policy:** All requests for assignment extensions must be directed to the professor. If a
situation arises that may prevent you from completing an assignment, contact the professor before
the due date. You will be granted an extension only if it is an officially documented extenuating
circumstance (that is, serious personal illness, critical personal or family crisis, etc.) by
AccessAbility, Counselling Services, or with the Verification of Illness Form. Please note that in the
case of illness, I will only accept the UW Verification of Illness Form. This can be found at:
www.healthservices.uwaterloo.ca/Health_Services/verification.html.
Other extensions and accommodations are granted rarely and are at the discretion of the instructor. Extensions will NOT be granted for computer-related issues. Please also note that if you have not been granted an extension the late policy and submission policy WILL apply without exception.

Class Attendance: Attendance will be taken at the start of each class. Attending lectures is crucial if you are hoping to do well in the course. If you are sick or must be away from class, find a friend from whom you can borrow notes. Lecture slides will be posted on the class website with a possible delay of a week.

Use of Electronic Devices: Please turn your phone and other devices off. If you have a special need for using your laptop or tablet to take notes (see the note on accommodations), please restrict your use to that purpose. You will be required to bring your laptop for all sessions in which we will be doing the hypothesis-testing exercise. Other laptop or tablet uses (social media, web surfing, email) are inappropriate—they distract you and your colleagues around you.

UNIVERSITY REGULATIONS

Cross-listed course:
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity:
Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, Policy 71 - Student Discipline http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, Student Petitions and Grievances, Section 4 http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70. In addition, consult Student Petitions and Grievances http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes for the Faculty of Arts’ grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, Read Policy 72 - Student Appeals http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72.

Academic Integrity website (Arts): Academic Integrity http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): Academic Integrity Office http://uwaterloo.ca/academic-integrity/
Accommodation for Students with Disabilities:
Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

Turnitin.com: Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. If you chose not to have your assignment screened by Turnitin, the instructor will administer a 15-minute oral examination based on your paper. The oral exam must be scheduled 1 week before the due date of the assignment, but will be held at the instructor’s convenience. If you choose not to use Turnitin, your assignment must be submitted to Dr. Mufti’s PSCI dropbox by 4:30 pm on the due date. See Turnitin http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo for more information.

COURSE SCHEDULE

Week 1
Session 1, Jan 3: Introduction to the course
Read course outline available on Learn

MODULE I- State, Government, and Regime

Week 2 The State
Session 2, Jan 8: Doing Comparative Politics
(No reading)

Session 3, Jan 10: Where do states come from and what are they for?

Discussion question: Is ISIS a state?

Week 3 Democracy
Session 4, Jan 15: Hypothesis-testing #1: A colonial legacy always results in a weak state: Zimbabwe and Botswana

Session 5, Jan 17: What is democracy?

Discussion question: Why does democracy require both participation and contestation?

Week 4 Designing a Democracy
Session 6, Jan 22
  • Samuels, David. 2013. Comparative Politics. USA: Pearson Education: 66-78

Discussion question: How do democracies balance the tension between limited and effective government?

**Session 7, Jan 24:** Hypothesis-testing #2: Plurality rule discriminates against small parties: UK and India

**Week 5 Non-democracy**
**Session 8, Jan 29:** What is non-democracy?

Discussion question: What is or are the key differences between democratic and non-democratic regimes?

**Session 9, Jan 31:** Hypothesis-testing #3: Corruption is worse in personalistic non-democracies: Comparing Congo and China

**Week 6 Regime-Change**
**Session 10, Feb 5:** What are the causes of regime change?

Discussion question: What do current events imply about the future of democracy around the world?

**Session 11, Feb 7:** Hypothesis-testing # 4: Weak landowning elites and a weak military can sustain democracy: The Case of Costa Rica

**Week 7: Democracy-Promotion**
**Session 12, Feb 12:**

Discussion question: What are some international causes of regime change?

**Session 13, Feb 14:** Hypothesis-testing #5: Why United States has lost a taste for democracy promotion” comparing the case of Iraq and Afghanistan

**Week 8 Reading Week**
February 19 to February 25, 2018

**MODULE II- Identity and Nation**

**Week 8 Political Identity**
**Session 14, Feb 26:** When does identity become politicized?

Discussion question: What are the advantages and disadvantages of explaining politics through constructivist or primordialist lens?
Session 15, Feb 28: Hypothesis-testing #6: Collective memory influences the construction of political identity: USA and Brazil

Week 9: Religion and Politics
Session 16, Mar 5: What is the relationship between religious identity and democracy?
Discussion question: Is it fair for Western countries to ban the Islamic veil in public spaces?
Session 17, Mar 7: Hypothesis-testing #7: Treating everyone equally is the best way to promote domestic stability and peace: The case of India

Week 10: Gender Politics
Session 18, Mar 9: How do attitudes towards gender influence politics?
Discussion question: How does economic modernization impact the role of women in society?
Session 19 Mar 14: Hypothesis-testing #8: Gender quota laws are the only way to increase the number of female legislators: South Africa and Cost Rica

Week 11: Contentious Politics
Session 20, Mar 19: Why do people participate in politics?
  • Draper, Alan and Ansil Ramsay. 2016. The Good Society: An Introduction to Comparative Politics. USA: Pearson Education Ltd., 55-74
Discussion question: how do individuals coordinate their separate interests to mobilise collectively?
Session 21, Mar 21: Hypothesis-testing #9: Political context shapes social movement mobilization: Indigenous movements in Bolivia and Peru

Week 12: Political Violence
Session 22 Mar 26:
Discussion question: Why are the conditions under which we see suicide terrorism actually quite rare?
Session 23 Mar 28: Hypothesis-testing #10: The Iranian Revolution Constitutes a Case of Real Revolution

Week 13:
Session 24 April 2: No class