

Course Title	Comparative Politics—POLI 2339 WAO
Instructor:	Patrick Radebe
Classroom/Time	OA 1025, T/Th-1-2:30 pm
Office Hrs:	Tuesday 12—1:00 pm--Interdisciplinary Studies, Third Fl. Cubicle 18
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Course Description

In this course, students will be introduced to the study of the domestic institutions and processes of countries other than Canada. Themes may include: research methods and theories in comparative politics, political institutions such as the administrative, executive, legislative and judiciary branches of government, processes such as elections, decision-making, policy-making, political issues, behavior and culture, social cleavages and social movements. Area studies are drawn from the First, Second and Third Worlds.

Course Objectives

Students will become familiar with, and will be able make meaning of, key concepts, theories, etc., used in comparative politics. They will learn about different political systems, and will be able identify and address questions related to existing forms of government, i.e., democratic and non-democratic governments. By the end of the term, students will cultivate the knowledge to use concepts to examine the world's political systems and their implications on "international" governance.

Texts/Readings

Samuels, D.J. (2013). *Comparative politics*. Toronto: Pearson.
ISBN: 13: 978-0-321-44974-0

Course Content/Topics

5 Jan 7 Jan	The State – <i>Where do “states” come from?</i> <i>Cont’d</i>	Chapter 2
12 Jan 14 Jan	Democratic political regimes— <i>What is democracy?</i> <i>Cont’d</i>	Chapter 3
19 Jan 21 Jan	Non-democratic political regimes— <i>What is non-democracy?</i> <i>Cont’d</i>	Chapter 4
26 Jan 28 Jan	Regime change— <i>What are the causes of regime change?</i> Test # 1	Chapter 5
2 Feb 4 Feb	Political identity— <i>When does identity become politicized?</i> <i>Cont’d</i>	Chapter 6
9 Feb 11 Feb	Religion and politics – <i>What is the relationship between religious identity and democracy?</i> <i>Cont’d</i>	Chapter 7
16—19 Feb	Reading week	N/A
23 Feb 25 Feb	Gender and politics— <i>How do attitudes about gender influence politics?</i> Test # 2	Chapter 8

1 Mar 3 Mar	Collective action— <i>Why do people participate collectively in politics?</i> <i>Cont'd</i>	Chapter 9
8 Mar 10 Mar	Political violence— <i>What causes political violence?</i> <i>Cont'd</i>	Chapter 10
15 Mar 17 Mar	Political economy — <i>How do states promote economic development?</i> Test # 3	Chapter 11
22 Mar 24 Mar	The political economy of redistribution— <i>Why do some wealthy democracies engage in more economic redistribution than others?</i>	Chapter 12
29 Mar 31 Mar	Globalization— <i>How has globalization shaped politics in the world's states?</i> <i>Cont'd</i>	Chapter 13

Important Dates: No Lectures

February 15, 2016—Family Day
 February 16—19, 2016—Reading Week
 March 28, 2016—Easter Monday
 April 8—21—Exam Period

*Note: While weekly readings will remain the same, we may choose to give more attention to some than others from week to week. You will be informed of any changes during the prior class.

Assignments and Evaluation

1. Test 1 = 30 %
2. Test 2 = 30%
3. Test 3 = 40%

Accommodation

Students with disabilities:

Students with disabilities who require academic accommodation must contact the Office of Student Accessibility at (705) 330-2103 or at oraccess@lakeheadu.ca or book an appointment with me at the beginning of the term.

Religious Observance:

Students who need accommodation for religious reasons must notify me in writing at the beginning of the term.

Academic Misconduct (University Regulation, IX Academic Misconduct)

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduserredits=False>

Expectations

1. Attendance is an expectation. Courses are based on reflection, discussion, and interaction, much of which takes place in class. Courses may have a set limit on the number of sessions that can be missed for ANY reason. These permissible absences should be saved for *emergencies*. Students who do not attend regularly will be removed from the program.
2. Requirements on the course outline will be used for assessment. The course outline and assessment rubric make expectations and deadlines explicit. Late assignments are accepted only under rare, documentable circumstances. Students cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a *summative* assessment has taken place.
3. Assessment is a reflection of academic rigour. Only in instances where there is unusual disparity among marks or abnormal inconsistency in outcomes will an instructor re-examine a final assessment.

4. I will not post or email students my lecture notes. I encourage you to come to class to take notes.

Advisement: Cellphones, etc.

The use of cell phones, personal digital assistants (PDAs), handhelds, etc., in class for personal communications (whether checking voice mail, reading or sending text messages, or making conventional telephone calls) is professionally unacceptable in the context of a class or while a formal presentation is in progress. Moreover, since digital image capturing devices in cameras, cell phones, and PDAs have the potential to be used in a manner that violates the privacy of instructors and students, the Faculty of Education requests that such devices be used only with the prior permission of the person(s) to be photographed. Most Canadian schools require that cell phones, etc. not be used during hours of instruction. Students must power off or mute their PDAs during classes, presentations, tests and exams.