

## P0221: States, Citizenship and Identity

Wilfrid Laurier University

Fall 2016

**Instructor:** J.A. Sandy Irvine

**Lecture:** MW 10-11:20a.m.

**Classroom:** SBE1220

**Email:** sirvine@wlu.ca

**Office Hours:** Wednesday 11:30a.m.-12:15p.m. and Thursday 11:30a.m.-12:30p.m. (or by appointment)

**Office:** DAWB 4-105A

*Wilfrid Laurier University uses software that can check for **plagiarism**. Students may be required to submit their written work in electronic form and have it checked for plagiarism.*

*Students with disabilities or special needs are advised to contact Laurier's **Accessible Learning Office** (<https://www.wlu.ca/accessible-learning/index.html>) for information regarding its services and resources. Students are encouraged to review the Academic Calendar for information regarding all services available on campus.*

*Additional information on Foot Patrol, Counselling Services the WLUSU Food Bank can be found on the last page out this outline.*

### Course Description

This course develops students' ability to better understand and explain central questions about the political world using the comparative method. Amongst others, the course will consider

questions such as: Why do states develop in different ways and at different times? What are the strengths and weaknesses of different institutional arrangements of states? What explains democratic consolidation and failure? How do nationalism and national identity shape the development of states? What explains variation in the likelihood of violent revolutions? What explains differences in the public policies states pursue? The course will introduce key concepts and theoretical frameworks used to answer these questions.

### Course Objectives

By the end of the course students should:

1. Be able to define the field of comparative politics and its main contributions to the study of politics.
2. Be able to identify core concepts and theoretical approaches used to explain key questions in the field of comparative politics.
3. Be able to outline the benefits of the comparative method and to be able to use that method to increase their understanding of politics.
4. Have been challenged to think critically about comparative politics.
5. Have strengthened their academic foundation for further study of politics.
6. Have further developed core academic skills.

### Required Text

1. J. Tyler Dickovick and Jonathan Eastwood, *Integrating Theories, Methods and Cases*, 2<sup>nd</sup> Edition, (Oxford University Press, 2016)
2. All other readings are available online. Most are available through the WLU library webpage.

## Course Evaluation

Assignment	Due Date	% of course grade
Tutorial Preparation / Participation	Ongoing - see tutorial schedule	10%
Comparative Methods Assignment	October 5, 2016	15%
Comparative Research Paper	November 16, 2016	40%
Final Exam	(scheduled by Registrar in December final exam period)	35%

### Tutorial Preparation / Participation

A key component of this course is students' participation in tutorial. Students are required to attend and make regular quality contributions to each tutorial. Students' participation is expected to demonstrate a high standard of critical engagement with the readings as well as high quality communication skills. Communication skills include, but are not limited to, the ability to convey complicated ideas in an organized manner; the use of appropriate professional language; the ability to listen and respond to other participants effectively. Students will need to complete a short task in preparation for each tutorial. Further details will be given in class and posted on the course webpage. The task will not be graded. However, the completion will go towards your final participation grade. 50% of your tutorial grade will be given for

attendance and completion of any homework tasks. The other 50% will be given based on participation. Accommodation for absences will only be considered in serious cases and must be discussed directly with Professor Irvine, not your TA. Absences in tutorial cannot be made up in any way. Please ensure that you have consulted the tutorial schedule and have read and prepared the material from the appropriate lectures.

Students will attend eight tutorials starting in the second week of class (Sept. 19-23). A tutorial topics schedule is posted below. Please make sure you are aware of the weeks in which tutorials are held.

### **Comparative Methods Assignment**

In this assignment students will read an article set by the instructor. Students will then be asked to analyze and critique the reading with a specific emphasis on the use of the comparative method. This assignment will be 800 words (+/- 10%). Further details will be given in class. This assignment will be due **October 5, 2016**. The format / questions for this assignment will be distributed in class on September 19, 2016. Note that there is a limited time frame for completing this assignment – just over 2 weeks. Please plan appropriately. Further details will be given in class.

### **Comparative Research Paper**

This essay will respond to one of a selection of questions set by the Professor. The goal of the paper is to explore a major theme of the course using the comparative method. Good scholarly work will, amongst other things, engage the existing literature critically (based on at least eight academic sources); provide an original argument; use convincing evidence to support that argument; and use proper citation and bibliography styles. This paper should be 2000 words (+/-10%) in length. Please include a word count on your cover page. Please see submission

guidelines detailed below. This assignment is due **November 16, 2016**. Further details will be given in class.

### **Final Exam**

This exam is cumulative, covering all topics from across the course. It will use a short answer and essay format. To be held in the University scheduled examination period – December, 2016. Further details will be provided in class.

### **Course Policies**

#### **Academic Misconduct and the Need for Academic Integrity:**

Academic integrity is greatly valued in this course. Academic misconduct occurs in a variety of forms. Students are required to familiarise themselves with the University policies on Plagiarism and Academic Dishonesty as well as the associated penalties which can be severe.

#### **Plagiarism:**

According to the Academic Calendar (2016-17), plagiarism “involves using the thoughts, ideas, or writings of another person and passing them off as your own (adapted from the Oxford English Dictionary definition). It can involve taking credit for ideas that were not your own or using the words of others without properly citing them.” Further information can be found at <https://students.wlu.ca/academics/academic-integrity/index.html>. Should you have any questions about these issues please feel free to discuss them with me.

#### **Submission:**

Written work should be presented in a scholarly fashion, double spaced with one inch margins using a 12pt. Times New Roman font or equivalent. Work must be submitted as both an electronic and hardcopy. Electronic copies must be submitted by midnight on the date the

assignment is due. Papers submitted after this will incur late penalties. Late penalties will be based on the date and time of electronic submission through the correct drop box on the course webpage in mylearning space (which will use Turnitin). A hardcopy, identical to the one submitted through my-learning space, must be submitted as soon as possible – either through my mailbox in the department or in class, the next time we meet. Please keep a copy of all papers submitted for the course.

Succinct and lucid writing is a skill. Papers that substantially exceed the page limit will be subject to penalty.

### **Late penalties:**

Late penalties for written work will be assigned at 2% (of the 100% value of the assignment) per day, including weekend days, with a midnight cut-off for each day. To stop late penalties you must submit work through the appropriate drop box on the course webpage in mylearning space. An identical hard copy must be submitted as soon as possible – either through my mailbox in the department or in class, the next time we meet.

### **Communication:**

An active WLU e-mail account is required as a means of communication. Please ensure that your account is active and check it regularly. The course uses a mylearning space webpage – important messages will be posted here. Students should be enrolled in the webpage and check it regularly. I encourage students to come and see me in office hours with specific questions or more general issues. If you require clarification on any aspect of the course please arrange to see me. Please also feel free to set up a meeting outside of regular office hours.

### **Accommodations:**

Accommodations, including for emergencies, serious illness or religious observances will be made for both class attendance and written work. Documentation may be required. Where possible – such as in the case of religious observances - it is expected that I be notified in advance. Should you feel uncomfortable discussing the need for accommodation with me directly please feel free to contact accessible learning to discuss your situation.

### **University Resources:**

The University provides a large selection of professional, academic and personal support services to assist students to succeed in their academic careers. Please consult the University website for available resources.

## **Lecture Outline and Required Readings**

### **Lectures:**

Lectures are an important part of this course. Many concepts and ideas introduced in the lecture are not found in the course readings. In order to succeed in the course students must attend lectures regularly. If you miss a lecture ask a reliable colleague to provide you with course notes. Lecture slides act only as a partial guide to lecture materials and will not be distributed to students

### **Required Readings:**

It is important that students read and think critically about the course readings. These readings have been selected to supplement lectures and provide the basis for the discussion held in class. They also assist in meeting a number of the key objectives of the course. These include providing: an overview of each topic; discussion of relevant approaches and critiques of those approaches; an introduction to key readings and authors in a particular field; and examples of

the application of these approaches to key issues raised in the course. In addition to these readings students are encouraged to explore other material on the topics covered in the course and to keep up-to-date on relevant current affairs.

**A complete reading schedule will be provided in the first week of class and posted on the course webpage.**

### **Weekly Schedule:**

**Week 1: Introduction: What is Comparative Politics?** (Sept. 12 and 14)

- No readings

**Week 2: The Comparative Approach** (Sept. 19 and 21)

- Textbook Chap. 1 - "The Comparative Approach: An Introduction"
- Textbook Chap. 2 - "Theories, Hypothesis, and Evidence"
- Paul Cairney and Anders Widfeldt, "Is Scotland a Westminster-style Majoritarian Democracy or a Scandinavian-style Consensus Democracy? A Comparison of Scotland, the UK and Sweden" *Regional and Federal Studies* 25:1 (2015)

**Week 3: The State** (Sept. 26 and 28)

- Textbook Chap. 3 – "The State"
- Textbook Chap. 8 – "Constitutions and Constitutional Design"
- Alfred Stepan, Juan L. Linz, and Yogendra Yadav, "The Rise of State-Nations" *Journal of Democracy* 21:3 (July, 2010)

Week 4: **Institution of Government** (Oct. 3 and 5)

**---Thanksgiving and Reading Week, October 10-14th---**

Week 5: **Nations, States and Citizenship** (Oct. 17 and 19)

Week 6: **Identity, Community and Rights** (Oct. 24 and 26)

Week 7: **Democracy or not?** (Oct. 31 and Nov. 2)

Week 8: **Political Violence and Revolution** (Nov. 7 and 9)

Week 9: **The State and Economic Development** (Nov. 14 and 16)

Week 10: **Comparative Public Policy: Immigration** (Nov. 21 and 23)

Week 11: **Comparative Foreign Policy, Globalization and International Relations** (Nov.28 and 30)

Week 12: **Review** (Dec. 5 and 7)

## **Tutorial Schedule**

Tutorials are a very important component of the course. They offer an ideal time for students to discuss material covered in lecture. Indeed, successful tutorial participation should result in much better understanding of the course material leading to better outcomes in the course. Tutorials will be led by individual Teaching Assistants. However, TAs will not lecture in tutorials. Instead, the majority of discussion that takes place will be by students. Students will be encouraged to work through ideas in conversation with fellow students and assisted by the TA. This conversation should be balanced amongst all students and should be conducted in a

professional manner. Tutorials also represent a substantial part of your grade (10%). The criteria for successful tutorial participation are discussed above and will be elaborated on in class. The tutorial schedule below outlines the general topic for each week's tutorial.

If at any point you have concerns, questions or positive feedback about your tutorial experience contact me directly.

Week 2 - *First Tutorial* – Introduction.

Week 3 - *Second Tutorial* – The comparative method. Why are people unsatisfied with their states political systems?

Week 4 - *Third Tutorial* – What shapes states' choices of institution?

Week 6 - *Fourth Tutorial* – Why are women better represented in some countries than others?

Week 7 - *Fifth Tutorial* – What factors are keys to the development of democracy?

Week 8 - *Sixth Tutorial* – Why do some revolution turn violent?

Week 10 - *Seventh Tutorial* – Why do state pursue the immigration policies they do?

Week 12 - *Eighth Tutorial* – Exam Review.

Specific topics for discussion in tutorial as well as a short task to prepare for tutorial will be given in lecture and posted on the course webpage in mylearning space.

**On behalf of WLUSU ([wlusu.com](http://wlusu.com))**

**Foot Patrol Walk Home Service:**

1.519.886.FOOT x3668

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours.

Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to

escort students to and from campus as well as to off-campus destinations, either by foot or by van.

### **Counselling Services and Peer Help Line:**

1.886.281.PEER x7337

Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referrals are available at the Student Wellness Centre. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.

### **Student Food bank**

All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at [wlusu.com](http://wlusu.com) under the Services tab. All dietary restrictions are accommodated, and food hampers typically last up to a week.