

*University of Toronto  
Department of Political Science  
POL 103Y; Evening Section*

*Canada in Comparative Perspective  
Fall/Winter 2008-2009*

**Professor:** Courtney Jung

**Class time:** Tuesday, 6 PM to 8 PM

**Class location:** BA 1160

**Professor's office location:** Sydney Smith Hall; 100 St. George Street ROOM 3039

**Office hours:** Wednesday 11-1

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Development refers to the ability of societies to provide for the basic welfare of their citizens. It is often measured by GNP. Democracy refers to the degree to which citizens are free to choose their own representatives, along with the civil and political freedoms that entails. It is often measured by the existence of "free and fair" elections. Both development and democracy are widely considered to be good things, promoted and supported as measures of a country's success.

Though the goals of *development* and *democracy* seem straightforward, achieving them is not. Throughout history, people have disagreed, often violently, about the causes and mechanisms of social and economic development and political democracy. They also disagree about the relationship between development and democracy—whether development leads to democracy (and how); whether democracy leads to development (and how); or whether, in fact, they may undermine one another. There are enough facts to support each of these propositions.

This course provides an introduction to social science theory and method by examining some of the ways that social scientists have thought about development and democracy. In the first part of the course, we analyze major theories of *development*, defined as the process of producing wealth and improving living standards. Our objective is to understand the intellectual origins of economic liberalism, Marxism, and state-led development, and examine how these approaches interpreted major historical events. Next, we focus on the question of democracy. Our concern will be with theories of democracy, how societies arrive at democracy, and how democratic institutions vary. Throughout the course, we explore the interaction of democracy and development in contemporary societies around the world.

**Format:** There will be a two hour lecture, once a week. Students will meet with their teaching assistant for an additional one hour tutorial on six occasions during each term. Tutorials will not start until the 3<sup>rd</sup> or 4<sup>th</sup> week of the course. ***Attendance at lectures and tutorials is mandatory.***

**Readings:** ***All readings listed directly under a lecture title are required.***

*Most of the readings have been assembled in a course pack* that is assigned for this course; the course pack is sold at Quality Control Copy Center at 333 Bloor Street, just west of the Bata Shoe Museum. The few required readings that are not in the course pack are available *on the web* free of charge.

**Getting in Touch with Me:** I will keep at least two hours of office time each week during term. You can drop by and see me then. If you cannot make it to the office at those times, phoning the office during office hours is a second-best option. Otherwise, *the best way to get in touch with me is by e-mail*. I check this fairly regularly, and will respond as quickly as possible. Please do not leave phone messages.

Once you have been assigned a teaching assistant, please try to abide by the following formula in deciding whether to e-mail me or your TA about a question related to the course: If the issue has to do with the *course structure, rules and procedures, or about a substantive point discussed in lecture* that you would like clarified, e-mail me. If the question has to do with *how you should go about preparing for an assignment that the TA will be grading, or about the readings*, contact the TA first. Of course, you should feel free to contact me about these too, but I would prefer if you contacted the TA first.

If you wish to *appeal a grade* assigned by a TA, you will have to approach your TA first, with a 150-200 word written explanation of why you wish to have the grade reviewed. Only after this step has been completed will I be willing to consider the matter. I will only adjust an assigned grade if I feel that it is egregiously wrong – i.e., if the grade is off by 5% or more.

#### **Grading Scheme:**

Fall term essay (5 pages, due in class on November 4)	15%
Fall term test (in class on December 2)	15%
Winter term essay (10 pages, due in class on March 10)	25%
Final exam (during April/May exam period)	35%
Tutorial participation	10%

**Tutorial Participation:** Tutorials are an important part of this course. Students are expected to attend them regularly and participate in tutorial discussions. They are designed to help you complete your term essays and to prepare for examinations. They also provide a more intimate setting for discussing concepts and information covered in the lecture and in the course readings. Please note that 10% of the course grade is allocated to tutorial participation; it will be evaluated by the Teaching Assistant who conducts your tutorial. The grade will be calculated based on your record of attendance, and the quality and quantity of your participation. This assessment will reflect each student's preparation for class, her attentiveness to and involvement in tutorial discussions and the degree to which her involvement reflects a careful and perceptive understanding of the issues under discussion. Students are expected to account for all absences. If you do not attend tutorials, be prepared to receive a grade of zero for this component of the course.

Students will be required to attend 6 tutorials per semester for this course. (You will be able to sign up for tutorials, via blackboard, after September 23.)

**Term Essays:** Each term's essay assignments will be circulated early in the term; students will have one month to complete it. Please note that papers that are handed in late will be *penalized at the rate of 2% per week day* (Monday to Friday). Exceptions will only be made to this rule on justified medical grounds with *proper medical documentation*. *Students are strongly advised to keep rough and draft work and hard copies of their essays and assignments before handing their paper in. These should be kept until the marked assignments have been returned.*

*Students should also be aware that plagiarism is considered to be a major academic offence, and that it will be penalized accordingly. For further clarification and information, please see the University of Toronto's policy on plagiarism at*

*<http://www.utoronto.ca/writing/plagsep.html>*. The essay assignment sheet will also provide more detail on these points.

In addition to handing a hard copy of essays to the TA, students will be required to submit their course essays to turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as a source of documents in the turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the turnitin.com service are described on the turnitin.com website.

Students who object to using turnitin may use the following alternative procedure:

- 1) Advise your TA that you will not be using turnitin at your first meeting with him/her.
- 2) Save every version/draft of your paper electronically, and submit a disc with all saved drafts of your paper at the time you submit the hardcopy of the paper.
- 3) Hand in all notes, outlines, bibliographic research at the time you hand in the paper.

Grade appeals must be received within 30 days of a grade assignment. Papers assigned in the first semester will not be accepted in the second semester.

#### Autumn term lecture themes and readings:

##### **Week 1:**

Introduction and Orientation – no reading assigned

##### **Week 2:**

Introduction: Development and Democracy

Robert Kaplan, "Was Democracy Just a Moment?" *The Atlantic Monthly*, December 1997

##### **Week 3:**

Mark Kishlansky chapter 21 "Industrial Europe," *Civilization in the West*

##### **Week 4:**

Stan Sessor, "A Nation of Contradictions," *The New Yorker* (January 13, 1992)

##### **Week 5:**

Robert Bates, "The Nature and Origins of Agricultural Policies"  
Kenneth Shepsle and Mark Bonchek, *Analyzing Politics: Rationality, Behavior, and Institutions* (New York: W.W. Norton, 1997), selection in course packet

**Week 6:**

Daniel Lerner, *The Passing of Traditional Society* (New York: The Free Press, 1958/1962), Chapters 1-2.

Adam Przeworski and Fernando Limongi, "Modernization: Theories and Facts." *World Politics* 49, no. 2 (1997): pp. 155-183.

**Week 7**

J. Samuel Valenzuela and Arturo Valenzuela, "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment," *Comparative Politics* 10, 4 (July 1978), pp. 535-552.

Alice Amsden, "Taiwan's Economic History: A Case of *Etatism* and a Challenge to Dependency Theory," in Robert Bates, ed., *Toward a Political Economy of Development* (Berkeley: University of California Press, 1988).

**Week 8:**

Eliana Cardoso and Ann Helwege, "Import Substitution Industrialization," in *Modern Political Economy and Latin America*, eds. Jeffrey Frieden, Manuel Pastor, Jr. and Michael Tomz (Boulder: Westview Press, 2000), pp. 155-164.

Anne Krueger, "Government Failures in Development" in *Modern Political Economy and Latin America*, pp. 10-17.

**Week 9**

John Williamson, "What Washington Means by Policy Reform," in *Latin American Adjustment: How Much has Happened?* Ed. John Williamson (Washington, D.C., Institute for International Economics, 1990). ("Comments" are included in the course packet. They are not required reading.)

Gerardo Otero, "Neoliberalism Revisited: Economic Restructuring and Mexico's Political Future"

**Week 10**

William Finnegan, "The Economics of Empire: What Washington Means by the Washington Consensus," *Harper's Magazine* Vol.306, No.1836, May 2003

**Week 11**

David Brady, Jason Beckfield, Martin Seeleib-Kaiser, "Economic Globalization and the Welfare State in Affluent Democracies 1975-2001" *American Sociological Review*, vol.70 (December: 921-948)

**Week 12**

In class movie, *The Corporation*

**Week 13:**

Midterm examination

Spring term lecture themes and readings:

**Week 14:**

Joseph Schumpeter, *Capitalism, Socialism, and Democracy* (Harper and Brothers, 1942) pp. 269-283.

Terry Lynn Karl and Philippe Schmitter "What Democracy is and is Not," in *The Global Resurgence of Democracy*

**Week 15:**

Democratic Transitions

Samuel P. Huntington, *The Third Wave*, chapter 2 "Why?"

**Week 16:**

Democratic Institutions

Juan J. Linz, "The Perils of Presidentialism," in *The Global Resurgence of Democracy* 2<sup>nd</sup> edition, eds. Larry Diamond and Marc Plattner (Johns Hopkins Press, 1996), pp. 124-161.

**Week 17:**

Federalism

Mark Dickerson and Thomas Flanagan, *An Introduction to Government and Politics*, 7<sup>th</sup> ed. (Toronto: Thompson Nelson, 2006), chapter 21

Alan Cairns, "The Governments and Societies of Canadian Federalism," in D. Williams, ed., *Constitution, Government, and Society in Canada* (Toronto: McClelland and Stewart, 1986), pp. 141-156, 162-170

**Week 18:**

Electoral Systems and Democratic Reform

Mark Dickerson and Thomas Flanagan, *An Introduction to Government and Politics*, 7<sup>th</sup> ed. (Toronto: Thompson Nelson, 2006), chapters 25 & 26

John Hiemstra and Harold Jansen, "Getting What you Vote For," and Christopher Kam, "The Limits of Electoral Systems and Electoral Reform," in M. Charlton & P. Barker, eds., *Crosscurrents: Contemporary Political Issues*, 5<sup>h</sup> ed., (Toronto: Thompson Nelson, 2006), pp. 288-322

**Week 19**

"Identity"

Anthony Marx, "Race Making and the Nation-State" *World Politics*, 48, no.2 January 1996 180-208

Mala Htun, "Is Gender Like Ethnicity? The Political Representation of Identity Groups," *Perspectives on Politics* Vol.2, No.3 August 2004

**Week 20**

Liberalism

Stephen Macedo, "Liberal Civic Education and Religious Fundamentalism: The Case of God v. John Rawls" *Ethics*, Vol.105, Issue 3 April 1995

{Mark Dickerson and Thomas Flanagan, *An Introduction to Government and Politics*, 7<sup>th</sup> ed. (Toronto: Thompson Nelson, 2006), chapters 9, 10 & 11}

### **Week 21**

Multiculturalism

Will Kymlicka, *Multicultural Citizenship*, chapter two

### **Week 22**

Participation: interest groups and social movements

Miriam Smith, "Civil Society: Interest Groups and Social Movements in Politics," in Rand Dyck, ed., *Studying Politics: An Introduction to Political Science*, 2<sup>nd</sup> ed. (Toronto: Thompson Nelson, 2006), pp. 295-315

Doug McAdam, John McCarthy and Mayer Zald, "Introduction" in idem, eds., *Comparative Perspectives on Social Movements* (Cambridge: 1996), pp. 1-20.

### **Week 23**

Trust and social capital

Robert Putnam, "Bowling Alone: America's Declining Social Capital," in *The Global Resurgence of Democracy* 2<sup>nd</sup> edition, eds. Larry Diamond and Marc Plattner (Johns Hopkins Press, 1996),

Courtney Jung, "Breaking the cycle: producing trust out of thin air and resentment," in *Social Movement Studies*, Vol.2, No.2, October 2003

{Robert D. Putnam, *Making Democracy Work*, and pp. 290-303; Alexis de Tocqueville *Democracy in America* (Anchor Books edition 1969) pp.50-60 and 231-237 (America as a society of joiners.)}

### **Week 24**

Nita Rudra, "Globalization and the Strengthening of Democracy in the Developing World," *American Journal of Political Science*, vol 49 (October 2005: 704-730

### **Week 25**

Fred R. Dallmayr "Globalization and Inequality: A Plea for Global Justice," *International Studies Review* Summer 2002: 137-156

{plus UNDP figures on inequality, poverty, etc.}

### **Week: 26**

Final wrap up discussion, course evaluations