Pol 219 H1: INSTITUTIONS AND BEHAVIOR
IN COMPARATIVE PERSPECTIVE

Thursdays, 11-1
Winter term 2024

Professor Randall Hansen
Office Hours: Thursdays, 4:30-6:00 pm
Munk North House 319

Description

Since its establishment in the late nineteenth century, the discipline of Political Science has defined itself through the study of institutions. This course will explore the effect of institutions on power, coups and attempted coups, segregation and racial discrimination, gender and sexuality, economic reform and inequality, immigration and immigration policy, and the segregation and sterilization of people with mental disabilities, among other topics. Institutions examined will include traditional formal institutions (electoral systems, constitutions, courts, executives, legislatures, party systems), intermediate institutions (trade unions and interest groups), and sub-rosa institutions (homes for people with disabilities, residential schools). It will examine these issues by analyzing countries in both the global north (Germany, the United Kingdom, and the United States) and the global south (Brazil, Iran, India, Libya, and South Africa).

Learning Outcomes:

This course will aid students in:

1. Understanding the basic institutions that collectively constitute the state: the executive, legislature, courts, bureaucracy, the police, and the army.
2. Deepening their understanding of a broad range of countries in the Americas, Europe, Africa, and the Middle East.
3. Exploring how different institutional arrangements encourage or inhibit political stability, breakdown, and violence; economic equality/inequality; and the rights of women, racialized minorities (and, in some cases, racialized majorities), and LGBTQ+ people.
4. Theorizing the relationship between national institutions, on the one hand, and intermediate and sub-rosa institutions, on the other.
Requirements and Grade Breakdown

1. **Essay outline (10%)**: A 500-word outline of your essay  
   Due date: February 7, 11:59 pm. Submit to Quercus.

   Instructions: Write an outline of your essay. Specify ten sources. At least five of them must be peer-reviewed: university press books and/or journal articles [NB: not book chapters]. The other five must be reputable sources such as book chapters (ideally from books published with university presses) and articles from the *Financial Times, New York Times, Economist, New Republic, New York Review of Books*, and similar. The *Wall Street Journal* and the *National Review* are fine. Be very wary of *FOX News* and *Breitbart*. There might be a reason to engage them but do so critically and discuss them with your TAs or me. *Guardian* investigative pieces are fine but avoid commentaries. above all from non-staff columnists. Readings assigned or recommended on the syllabus do not count toward this requirement; the point of research is to go beyond that which is available in class.

   The outline should summarize your argument, which you should be able to state in at most three sentences, as well as the evidence you will cite. Foreign language citations are fine. Indeed, they are to be encouraged but translate them into English. The same scholarly standards of course apply.

   Link: [Trump closes in on a second term in office (ft.com)]

   Due date: February 28, 11:59 pm. Submit to Quercus.

   Instructions: Write a 750-word paper on the following: Why, according to the podcast, did the January 2021 coup attempt not discredit Trump forever? Which, according to the podcast, institution is the weakest defense against his return to power? Which institutional tool, according to the podcast, could overturn democracy, and which, in your view, American institution(s) is/are most likely to stop him if he uses that tool?

3. **Essay (35%)**: 2,000 words.  
   Due Date: March 20, 11:59 pm. Submit to Quercus  
   See Quercus for instructions.

4. **Final In-Class Test (25%)**: April 4, 11:10 am-1:00 pm

   *Structure*

   1. Section 1: 20%. Factual questions.
   2. Short answers: 50%. Complete five out of seven.
   3. Essay questions: 30% Complete two out of four.
5. **Tutorial Participation (10%)**
   Students will be graded on their tutorial attendance as well as their participation in tutorials (e.g., asking and answering questions and engaging in class discussion).

**Course Drop Date:** February 19, 2024

**Late Penalties & Extensions**

The penalty for late submission is a modest **3% per day (including weekends)**, to a maximum of two weeks.

Extensions must be requested for legitimate reasons (illness, family tragedy) at least full three days before the essay is due (for instance, by 11:59 pm on February 4 for the first assignment). After that, no extensions are given. **Extensions are in all cases for a maximum of two weeks; after that, no work will be accepted.** This policy may appear firm, however, there is no ill will implied by it; on the contrary, managing deadlines is an essential life skill, and private-sector employers take an uncompromising view of deadlines. We are not doing you any favors with an overly generous extension policy. Start your work early, and you will have no difficulty meeting deadlines. Good luck!

**Email Communication**

Students are encouraged to raise questions not answered by the syllabus in class, tutorial, and office hours. **Email should be a last, not a first, resort.** Asking questions in class and tutorial will benefit other students, and it will increase your confidence in public speaking (another essential life skill). For matters that cannot be raised in class, TA and instructor emails are:

**Teaching Assistants:**

- [magdalee.brunache@mail.utoronto.ca](mailto:magdalee.brunache@mail.utoronto.ca) [Email hours: 9 am-5 pm].
- [arina.dmitrenko@mail.utoronto.ca](mailto:arina.dmitrenko@mail.utoronto.ca) [Email hours: 9 am-5 pm].
- [laura.rivera.sanchez@mail.utoronto.ca](mailto:laura.rivera.sanchez@mail.utoronto.ca) [Email hours: 9 am-5 pm]. NB: note new email.

**Instructor:**

- [r.hansen@utoronto.ca](mailto:r.hansen@utoronto.ca) [Email hours: 9 am-5 pm].

**Essay Submission**

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the
University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq (Links to an external site.)

**Course Materials**


You may purchase an e-copy here:

Digital Resources for Cases and Concepts in Comparative Politics (wwnorton.com)

You will find instructions on how to register on the Quercus website under ‘Modules.’

Hard copies are available at the University of Toronto bookstore or on amazon.ca

**Academic misconduct**

Cheating and plagiarism are serious academic offenses and will be dealt with accordingly. For further clarification and information, please see the University of Toronto’s policy on plagiarism at [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize)

NB: Students will be required to submit their Written Assignments and Annotated Bibliography via Canvas, where they will be reviewed for textual similarity and detection of possible plagiarism through the integrated Ouriginal LTI system. In submitting, students will allow their essays to be included as source documents in the Ouriginal LTI 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 Ouriginal website can be found at [https://www.ouriginal.com](https://www.ouriginal.com).

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**COURSE OUTLINE**

1. January 11: Introduction


   [https://www.ft.com/content/495101e4-1c18-11e5-8201-cbdb03d71480](https://www.ft.com/content/495101e4-1c18-11e5-8201-cbdb03d71480) (Quercus).
2. January 18: Political Science and the Study of Institutions

O’Neil et al., Chapters 1-2: “Introduction” and “States.”

Recommended reading


O’Neil, Chapter 6, “Democratic Regimes.”

Weber, Max. “Politics as a Vocation,” Lecture, Munich, January 1919. (Quercus)

Recommended reading


4. February 1: Failed Coups

O’Neil et al., “The United States.”

Tepperman, Jonathan. “Why This Wasn’t a Coup,” *Foreign Policy*, January 6, 2021. (Quercus)


Recommended reading


5. February 8: Successful Coups

O’Neil et al., “Brazil.”


Recommended reading


https://www.tandfonline.com/doi/abs/10.1080/00472336.2016.1150500


https://www.jstor.org/stable/24483554

https://www.tandfonline.com/doi/abs/10.1080/09546550109609673

https://www.economist.com/banyan/2014/05/25/the-darkened-horizon (Quercus)


O’Neil et al. “The United Kingdom.”


https://www.tandfonline.com/doi/abs/10.1080/01402382.2019.1591043

Recommended reading


*February 19-23 Reading Week: No Class*

7. February 29: Apartheid and Segregation

O’Neil et al. “South Africa.”


Recommended reading

Richardson, Heather Cox. How the South Won the Civil War: Oligarchy, Democracy, and the Continuing Fight for the Soul of America. Oxford: Oxford University Press, 2020. [on how appeals to ‘freedom’ and above all “states’ rights” are smokescreens for entrenching racial privilege and how the westward expansion of the Union, after 1865 and 1964, magnified white supremacist power]

8. March 7: Eugenics, Sterilization, & People with Mental Disabilities


*Recommended reading*


9. March 14: Gender, Identity, and Sexuality [NB: this lecture will be online]


Pelz, Michael. *EU Expansion and LGBT Rights: Explaining Variation in State Responses to LGBT Rights in Central and Eastern Europe* (Toronto: University of Toronto PhD in Political Science, 2015), overview chapters. (Quercus)


Podcast: *How M*A*S*H Predicted the Rise and Fall of Don't Ask, Don't Tell - The Stranger* (on the an early discussion of homosexuality on mainstream American television; ask your parents or grandparents about the show).

Recommended reading


10. March 21: Institutions and Political Economy (NB: this class will be online).

O’Neil et. al. Chapter 4, “Political Economy.”

O’Neil et al. “Germany”

[https://www.ft.com/content/e59457d4-2002-11ea-b8a1-584213ee7b2b](https://www.ft.com/content/e59457d4-2002-11ea-b8a1-584213ee7b2b) (Quercus)


*Recommended reading*


O’Neil et al. Political Economy sections of chapters on France, Japan, Russia, China, Mexico, and Nigeria.

11. March 28: Political Violence, Terrorism, and Forced Migration

O’Neil et al. Chapter 5, “Political Violence” and “Iran.”

*Economist.* (Podcast, listen until 08:30min)

“Migrants and refugees in detention centres: the humanitarian consequences of Libya’s governance breakdown” https://www.refworld.org/docid/583c0d874.html


*Recommended reading*

https://www.proquest.com/openview/4801ccbdabc5df1da849e8ee74aa59a0/1.pdf?pq-origsite=gscholar&cbl=41559


12. April 4: final in-class test