This is a seminar course. I expect the students to participate fully in the class. Each of you will write 7 (you can do all 10 and choose the best 7 for your grade) reflections on the readings (70 percent of your final grade). Readings for each assignment are marked in the course outlines (bold and italics and are numbered). All class readings are available on Course Spaces or in the Library. You will hand in your reflections on the readings for each week at the beginning of that week’s class. These small assignments will have a minimum length of 4 typed pages (double-spaced) and a maximum length of 7 typed pages (double-spaced). All papers must be consistently cited in any standard social science method. No additional research is required. In each weekly reflection, you will present the thesis of the author/authors; explain their research question; and what arguments they use to support their conclusions. Show how the argument of the author is formulated and substantiated, and evaluate the arguments in light of the seminar discussions and other readings covered in the class. Bring all the week’s readings together in the final section of the paper and relate them to the week’s topic. You must submit every assignment at the beginning of the class; once discussion has begun, assignments will no longer be accepted and it will receive a grade of zero. In short, no late assignments will be accepted. Please no excuses!

This is a seminar course; therefore participation is an essential component of the class. I will be asking each of you to introduce the readings for the week. However, all of you should come prepared to discuss the readings.

Twenty percent of your grade is based on a take-home final exam, which will be distributed during the final class on Monday December 3, 2018. Please submit your take-home exam to the course drop box near the Political Science department’s reception desk before the deadline of 4:00 PM on December 10, 2017.
Grading Breakdown

Reflection on Readings: 70%
Class Participation: 10%
Take Home Exam: 20%

University of Victoria Grading System

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<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
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Complete overview of University of Victoria’s undergraduate grading system: http://web.uvic.ca/calendar2013/FACS/UnIn/UARe/Grad.html

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations http://rcsd.uvic.ca/. The sooner you let them know your needs the quicker they can assist you in achieving your learning goals in this course.
Policy on Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.

Academic Integrity

Academic integrity is intellectual honesty and responsibility for academic work that you submit individual or group work. It involves commitment to the values of honesty, trust, and responsibility. I expect that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution

Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student

Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension.

It is your responsibility to understand the University’s policy on academic integrity: http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html

Useful information from the University on plagiarism and tips on how to avoid it: http://library.uvic.ca/instruction/cite/documents/avoiding_plagiarism.pdf

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES).
The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

**Class Schedule and Readings:**

**Week 1: September 10**

- **Introduction, Course Survey, and the Study of Comparative Politics**
  - Dipesh Chakrabarty, “Provincializing Europe” — Read Chapter 1 “Postcoloniality and the Artifice of History”.

- **Explaining Development, Modernization and Change – Theoretical Debates/Economic Development and Democracy**

**Week 2: September 17**

- **Development, Modernization and Change – Critiques - Economic Development and Democracy and Dependency Theory**
Week 3: September 24

- **ASSIGNMENT #1 DUE** (Huntington 1987; Weiner; Huntington 1965)


- Explaining: Dependency and Neo-Dependency Theory

Week 4: October 1

- Development and Dependency and Its Critique; where is Gender in the modernization and development literature?

- **ASSIGNMENT #2 DUE** (Poli 433 Valenzuela & Valenzuela; Caporaso; and Marshal Evans)


- Explaining: State vs Society Centred models, State Autonomy literature

Week 5: October 8

- Development and the State

**ASSIGNMENT #3 DUE** (Poli 433 Krasner)


- Explaining Democracy: Democracy and Change


Week 6: October 15

- Democracy and Change

- **ASSIGNMENT #4 DUE** (Poli 433 Schmitter, Huntington and Plattner)


- Explaining Democracy and Diversity: Managing, Accommodating or Recognizing?

Week 7: October 22

• Pluralism and Minority Accommodation

• ASSIGNMENT #5 DUE (Poli 433 Parekh, O’Leary, Gest etc)


*(Recommended readings)
Governance and Democracy

Week 8: October 29

• Federalism/diversity/democracy

• ASSIGNMENT #6 DUE (McGarry and O’Laery and Tremblay)


Week 9: November 5

• Multiculturalism

• ASSIGNMENT #7 DUE (Poli 433 Kymlicka, Barry and Harell)


- Explaining Nationalism; Resistance


November 12 Reading Break

Week 10: November 19

- Nationalism/Resistance

- ASSIGNMENT #8 DUE (Poli 433 Brubaker, Spohn, Vinthagen)


*(Recommended)*


- Explaining New Institutionalism

Week 11: November 22

- Institutions Matter

- ASSIGNMENT #9 DUE (Hall, Lecours)


- Explaining Social Capital and Democracy


Week 12: November 26

- Civil Society and the Social Capital Debate

- ASSIGNMENT #10 DUE (Poli 433 Putnam, Rudolph and Gunitsky)


- Explaining Post Development


Week 13, December 3

Putting it altogether: Think back to the first, introductory class, particularly to Uday Chandra reading.

Your thoughts on the theoretical approaches to the State-societal relations and change?

TAKE HOME FINAL DISTRIBUTED

TAKE HOME FINAL EXAM DUE BY 4:00 PM ON WEDNESDAY, DECEMBER 10th
PLEASE RETURN YOUR FINAL EXAM TO THE COURSE DROP BOX NEAR THE POLITICAL SCIENCE DEPARTMENT’S RECEPTION DESK