This course offers a graduate-level introduction to the major themes and approaches in comparative politics, as applied to the advanced industrial democracies. Among the points of emphasis: states and state formation; democratic change and its causes; civil society and social capital; the organization of social interests and the ways in which they relate to the structures of the state; state policy-making in the context of the changing character of contemporary capitalism; and, the responses of political parties to the altered late-twentieth and early twenty-first century economic, social, and political environment.

Requirements:

(a) **Reading commentaries**: you will prepare two short papers of 3-4 pages in length, each of which will offer critical consideration of the assigned reading materials for a particular week. You may emphasize any theme or themes within the readings, and need not cover all of the assigned items for the week. The aim is to identify what is at stake in the selected material, evaluate the approach of the author or authors, and reflect briefly upon how the puzzle or debate in question might in your view best be addressed. These papers must be handed in before the week’s seminar begins, either electronically or in person. *Grade: 15%.*

(b) **Seminar presentation**: you will deliver one substantial presentation, of 20-25 minutes, which will offer an introduction to some (but not necessarily all) of the week’s readings as well as an additional reading component (a couple of journal articles or book chapters) chosen by the presenter. In addition to effective summary and integration of the selected readings, you should raise questions and challenges in such a way as to stimulate seminar discussion in the time to follow. Your presentation and your reading commentaries should come on different weeks. *Grade: 20%.*

(c) **Seminar participation**: you will be expected to provide consistent, informed, and active participation throughout the term. *Grade: 25%.*

(d) **Research paper**: you will write a research paper (12-15 pages for Masters students, 18-20 pages for Doctoral students) on a subject related to the themes and empirical content of the seminar. *Grade: 40%.*

**COURSE READINGS:**

I. **Methodology**

*Introducing Comparative Analysis (September 18)*


**Recommended:**
Theda Skocpol and Margaret Somers, “The Uses of Comparative History in Macrosocial Inquiry.” *Comparative Studies in Society and History* vol. 22, no. 1 (1980).

**II. The Causes and Character of Political Development in Modern Europe**

**A. Liberal Accounts (September 25)**


**Recommended:**

**B. Marxist Accounts (October 2)**


Recommended:

C. Institutionalist Accounts

i. War, State Formation, and Democracy (October 9)


Recommended:

ii. The Varieties and Implications of the New Institutionalism (October 16)


Recommended:
D. Voluntarist Accounts: “Transitions to Democracy” in Southern Europe in the 1970s (October 23)


Recommended:

E. New Approaches: Protracted Transitions, New Structuralism, and Beyond Structuralism (October 30)


Capoccia, Giovanni, and Daniel Ziblatt, “The Historical Turn in Democratization Studies: A New Research Agenda for Europe and Beyond.” Comparative Political Studies vol. 43, nos. 8/9: (2010).

Recommended:
Stephen E. Hanson, “The Founding of the French Third Republic.” Comparative Political Studies vol. 43, nos. 8/9 (2010).

## III. Institutions, Interests, Ideas, and Interactions

### A. Debating Electoral System Development (November 6)


*Recommended:*


Alan Renwick, “Electoral Reform in Europe since 1945.” *West European Politics* vol. 34, no. 3 (May 2011).

### B. Bureaucracy and Corruption (November 13)


*Recommended:*


Simona Piattoni, ed., *Clientelism, Interests, and Democratic Representation: The European Experience in Historical and Comparative Perspective* (Cambridge University Press, 2001), remaining chapters.

C. Democratic Institutions in Transition (November 20)


Recommended:

D. Comparative Political Economy (November 27)


Peter A. Hall, “Policy, Paradigms, Social Learning, and the State: The Case of Economic Policymaking in Britain.” Comparative Politics (April 1993).


Recommended:
E. Political Parties (December 4)


Recommended:

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Academic Offences (Graduate Students)
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf
Iris Reading (view course website) is a highly recognized and accomplished company that focuses on speed reading and memorization courses. With mentions in the Wall Street Journal and Entrepreneur.com, learners can be assured of the quality of their online courses or in-person classes. They use proven methodology to exercise the brain, stimulating it and increasing the learning potential of the user. eyeQ uses these techniques in all their courses. The speed reading course is available in three versions: Personal and family use, for a school set-up and business use. Features Visible results can be achieved in only 7 minutes of testing per day. Presentation on theme: "Language Teaching Methodology COURSE OBJECTIVES & ASSIGNMENT COURSE READINGS (PLLT & TB) ASSIGNMENT CRITERIA RUBRIC Teaching methodology, 2015, Fall." Presentation transcript: 1 Language Teaching Methodology COURSE OBJECTIVES & ASSIGNMENT COURSE READINGS (PLLT & TB) ASSIGNMENT CRITERIA RUBRIC Teaching methodology, 2015, Fall by Hyun il-sun. 2 COURSE OBJECTIVES § By the end of the semester, students in this course will be able to do the following: - Explain the development of language teaching methodologies and use the rationale behind current methods and teaching Methodology is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach'). Example Grammar Translation, the Audiolingual Method and the Direct Method are clear methodologies, with associated practices and procedures, and are each based on different interpretations of the nature of language and language learning. In the classroom Many teachers base their lessons on a mixture of methods and approaches to meet the different needs of learners and the different aims of lessons or courses. Factors in deciding how to teach include the age and experience of learners, lesson and course objectives, expectations and resources. Further links