

Санкт-Петербургский филиал федерального государственного автономного
образовательного учреждения высшего образования

"Национальный исследовательский университет "Высшая школа экономики"

Факультет

Санкт-Петербургская школа социальных наук и востоковедения

Департамент прикладной политологии

Рабочая программа дисциплины

Сравнительная политика / Comparative Politics

Для образовательной программы «Политология» направления подготовки 41.03.04
«Политология и мировая политика» уровень бакалавриата

Разработчики программы:

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Согласована

начальник ОСУП «_____» _____ 201_г.

Набока А.В. _____

Утверждена Академическим советом образовательной программы

«__» _____ 201_г., № протокола _____

Академический руководитель образовательной программы

Декальчук А.А. _____

Аннотация

Название дисциплины	Сравнительная политика		
Образовательная программа	«Политология и мировая политика» направления подготовки 41.03.04 «Политология и мировая политика» уровень бакалавриата		
Тип дисциплины ¹	Обязательный		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Категории политической науки, История политических учений		
Объем з.е.	5		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	60	130	190
Краткое описание курса	<p>Курс является введение в дисциплину Сравнительная политика, которая определяется как комплекс методологий и методов сравнительно-ориентированного исследования вопросов внутренней и внешней политики. Курс состоит из двух модулей. В первом модуле изучается история и разнообразие методологических подходов в сравнительных политических исследованиях, а также основы исследовательского дизайна. Во втором модуле изучаются ключевые концепты и понятия сравнительной политике, такие как политические режимы, режимные транзиты, партийные и избирательные системы, институциональные дизайны (президентализм и парламентаризм), теории голосования, федерализм, политическая культура и ценности.</p>		
Образовательные результаты по дисциплине	<p>УК10 Способен осуществлять производственную или прикладную деятельность в международной среде.</p> <p>ПК1 Способен самостоятельно поставить проблему исследования политических явлений и процессов, определить задачи исследования и</p>		

Notes:

¹ Обязательный/по выбору

	<p>осуществить дизайн соответствующего исследования.</p> <p>ПК2 Способен выбирать адекватные задачам исследования методы исследования и применять их.</p> <p>ПК4 Способен осуществлять поиск, сбор, обработку, анализ и хранение информации для решения поставленных задач.</p>
Краткое содержание дисциплины	<p>Тема 1. Введение в сравнительную политику и методологию</p> <p>Тема 2. Подходы в сравнительных политических исследованиях</p> <p>Тема 3. Политические режимы</p> <p>Тема 4. Демократии</p> <p>Тема 5. Авторитаризмы</p> <p>Тема 6. Режимные трансформации</p> <p>Тема 7. Легислатуры</p> <p>Тема 8. Правительство и бюрократии</p> <p>Тема 9. Институциональные дизайны</p> <p>Тема10. Выборы и референдумы</p> <p>Тема 11. Избирательные системы</p> <p>Тема 12. Политические партии</p> <p>Тема 13. Партийные системы</p> <p>Тема 14. Политическая культура и ценности</p> <p>Тема15. Политическое участие</p>
Образовательные технологии	<p>Во время курса используются мультимедийные лекции с презентациями .ppt, видео- и аудиоматериалами. Творческие и практические задания, групповая работа и мини-презентации на семинарских занятиях.</p>
Формы контроля	<p>Итоговая оценка за работу в течении двух модулей (G_c) рассчитывается по следующей форме:</p> $G_{final} = 0.4 * G_{ex} + 0.6 * G_{cum}, \text{ где}$ <p>G_{ex} - оценка за итоговый экзамен (устный экзамен) составляет 40% итоговой оценки.</p> <p>G_{cum} - накопленная оценка формируется на основе участия студента в дискуссиях и иных формах работы (групповые и индивидуальные задания, презентации, ролевые игры), а также промежуточных тестов в системе</p>

LMS

Накопленная оценка G_{cum} рассчитывается следующим образом:

$$G_{cum} = 0.6 * G_s + 0.4 * G_t$$

G_s – участие в дискуссиях во время семинаров

G_t - оценка за промежуточные тесты

NB! Обратите внимание, что округляются до десятых только G_{cum} и G_{final} .
Остальные оценки не округляются.

Если накопленная оценка 8 и выше, то студент может не сдавать устный экзамен и выставить накопленный балл как итоговый.

Литература

Обязательная

1. Benoit, Kenneth. "Electoral laws as political consequences: Explaining the origins and change of electoral institutions." *Annual Review of Political Science* 10 (2007).
2. Katz, Richard S., and Peter Mair. "Changing models of party organization and party democracy: the emergence of the cartel party." *Party politics* 1.1 (1995): 5-28.
3. Bermeo, N.(1997): Civil Society and the collapse of the Weimar republic. *World Politics* 49 (3), 401-429.
4. Bogaards, Matthijs. "How to classify hybrid regimes? Defective democracy and electoral authoritarianism." *Democratization* 16.2 (2009): 399-423.
5. Boix, C., Miller, M., & Rosato, S. (2013). A complete data set of political regimes, 1800–2007. *Comparative Political Studies*, 46(12), 1523-1554.
6. Caramani, D. (2017). *Comparative politics*. Oxford University Press.
7. Evans, Peter, and James E. Rauch. "Bureaucracy and growth: A cross-national analysis of the effects of" Weberian" state structures on economic growth." *American sociological review*(1999): 748-765.
8. Gandhi, Jennifer, and Adam Przeworski. "Authoritarian institutions and the survival of autocrats." *Comparative political studies* 40.11 (2007): 1279-1301.
9. Geddes 'What Do We Know About Democratization After Twenty Years?' *Annual Review of Political Science*, 2:115-44.
10. Geddes, Barbara, Joseph Wright, and Erica Frantz. "Autocratic breakdown and regime transitions: A new data set." *Perspectives on Politics* 12.2 (2014): 313-331.

Дополнительная

1. Golosov, Grigorii V. "Party system classification: A methodological inquiry." *Party politics* 17.5 (2011): 539-560.
2. Golosov, Grigorii V. "The effective number of parties: A new approach." *Party Politics* 16.2 (2010): 171-192.
3. Sartori, Giovanni. *Parties and party systems: A framework for analysis*. ECPR press, 2005.
4. Hernández, Enrique, and Hanspeter Kriesi. "The electoral consequences of the financial and economic crisis in Europe." *European Journal of Political*

	<p>Research 55.2 (2016): 203-224.</p> <ol style="list-style-type: none"> 5. Howard, Marc Morjé, and Philip G. Roessler. "Liberalizing electoral outcomes in competitive authoritarian regimes." <i>American Journal of Political Science</i> 50.2 (2006): 365-381. 6. Lijphart, Arend. "Comparative politics and the comparative method." <i>American political science review</i> 65.3 (1971): 682-693. 7. Linz, Juan. "The Dangers of the Presidential System." <i>Journal of Democracy</i>, 1.5.1 (1990). 8. Mainwaring, Scott, and Matthew S. Shugart. "Juan Linz, presidentialism, and democracy: a critical appraisal." <i>Comparative Politics</i> (1997): 449-471.* 9. Siaroff, Alan. 2003. "Comparative presidencies: The inadequacy of the presidential, semi-presidential and parliamentary distinction." <i>European Journal of Political Research</i>. 42:285-312. 10. Welzel, C., & Deutsch, F. (2012). Emancipative values and non-violent protest: The importance of 'ecological' effects. <i>British Journal of Political Science</i>, 42(2), 465-479. 11. Ziblatt, Daniel (2009): Shaping Democratic Practice and the Cause of Electoral Fraud: The Case of Nineteenth-Century Germany. <i>American Political Science Review</i> 103(1), 1-21.
<p>Преподаватель</p>	<p>Завадская М.А., доцент департамента прикладной политологии</p> <p>Ткачева Т.Ю., старший преподаватель департамента прикладной политологии</p>

Title of the course	Comparative Politics		
Title of the Academic Programme	Political Science & World Politics		
Type of the course	Core (Mandatory)		
Prerequisites	Categories of political science (political theory), History of Political Ideas		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	60	130	190
Course Overview	<p>The course is the introduction to Comparative politics that is defined as a complex of studies, methodologies and methods aiming at comparatively oriented research of domestic and transnational politics. The course includes two modules. The first one touches the history and variety of methodological approaches in comparative politics as well as the nuts and bolts of comparative research design. The second module considers the core concepts of comparative politics such as political regimes, democratization and regime transitions, party systems, electoral systems, institutional designs (presidentialism and parliamentarism), voting behavior, federalism, political cultures and values.</p>		
Intended Learning Outcomes (ILO)	<p>ULO10 Able to conduct professional activities internationally</p> <p>PLO1 Student is capable of posing research problems relevant to the study of political phenomena and political processes; setting particular research tasks; and putting together a research design.</p> <p>PLO2 Student is capable of choosing research methods appropriate for resolving the professional tasks.</p> <p>PLO4 Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field</p>		
Teaching and Learning Methods	<p>The course comprises of 15 lectures (30 academic hours) and 15 seminars / discussion groups (30 academic hours).</p> <p>The following teaching methods are involved:</p> <p>Lectures:</p> <ul style="list-style-type: none"> - Multimedia support: all lectures are followed by multimedia presentation (slides) with textual and visual materials; 		

	<ul style="list-style-type: none"> - Interactive lectures: interactive elements (quizzes, surveys) during the lecture are used. <p>Seminars (tutorials):</p> <ul style="list-style-type: none"> - Debates and open discussions based on the mandatory readings; - Mini-group work (presentations and collective tasks in class); - Case analysis individually or collectively. <p>The final examination takes a form of oral examination based on 60 questions distributed well in advance.</p>
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Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Intro to Comparative Politics and Comparative Research Methods	12	2	2	9
2	Approaches in Comparative Politics	12	2	2	8
3	Political Regimes	14	2	2	10
4	Democracies	12	2	2	8
5	Autocracies	12	2	2	8
6	Regime Change	12	2	2	8
7	Legislatures	12	2	2	8
8	Government and Bureaucracies	12	2	2	8
9	Institutional Designs	12	2	2	8
10	Elections and Referendums	12	2	2	8
11	Electoral Systems	14	2	2	10
12	Political Parties	12	2	2	8
13	Party Systems	14	2	2	10
14	Political Culture and Values	14	2	2	10

15	Political Participation: Voting and Protests	14	2	2	10
Total study hours		190	30	30	130
Indicative Assessment Methods and Strategy		<p>The final grade (G_f) is calculated as an average based on the following equation:</p> $G_{final} = 0.4 * G_{ex} + 0.6 * G_{cum}, \text{ where}$ <p>G_{ex} - grade for the final exam (oral exam) forms 40% of the final grade is based on brief oral presentation of two exam questions. Evaluation criteria are presented in the appendix.</p> <p>G_{cum}-cumulative grade is based on participation in the classroom discussions</p> <p>The cumulative grade G_{cum} is calculated as follows:</p> $G_{cum} = 0.6 * G_s + 0.4 * G_t$ <p>G_s – grade for the activities in the classroom (seminars)</p> <p>G_T- grade for home work tests and quizzes</p> <p>NB! Please note that we round up only the resulting G_{cum} and G_{final}. Other grades are not rounded up.</p> <p>If the cumulative grade is 8 and higher, those students are exempt from taking final examination.</p>			
Readings / Indicative Learning Resources		<p><u>Mandatory</u></p> <ol style="list-style-type: none"> 1. Benoit, Kenneth. "Electoral laws as political consequences: Explaining the origins and change of electoral institutions." <i>Annual Review of Political Science</i> 10 (2007). 2. Katz, Richard S., and Peter Mair. "Changing models of party organization and party democracy: the emergence of the cartel party." <i>Party politics</i> 1.1 (1995): 5-28. 3. Bermeo, N.(1997): Civil Society and the collapse of the Weimar republic. <i>World Politics</i> 49 (3), 401-429. 4. Bogaards, Matthijs. "How to classify hybrid regimes? Defective democracy and electoral authoritarianism." <i>Democratization</i> 16.2 (2009): 399-423. 5. Boix, C., Miller, M., & Rosato, S. (2013). A complete data set of political regimes, 1800–2007. <i>Comparative Political Studies</i>, 46(12), 1523-1554. 6. Caramani, D. (2017). <i>Comparative politics</i>. Oxford University Press. 7. Evans, Peter, and James E. Rauch. "Bureaucracy and growth: A cross-national analysis of the effects of" Weberian" state structures on economic growth." <i>American sociological review</i>(1999): 748-765. 8. Gandhi, Jennifer, and Adam Przeworski. "Authoritarian institutions and the survival of autocrats." <i>Comparative political studies</i> 40.11 (2007): 1279-1301. 9. Geddes 'What Do We Know About Democratization After Twenty Years?' <i>Annual Review of Political Science</i>, 2:115-44. 10. Geddes, Barbara, Joseph Wright, and Erica Frantz. "Autocratic breakdown and 			

regime transitions: A new data set." *Perspectives on Politics* 12.2 (2014): 313-331.

Optional

1. Golosov, Grigorii V. "Party system classification: A methodological inquiry." *Party politics* 17.5 (2011): 539-560.
2. Golosov, Grigorii V. "The effective number of parties: A new approach." *Party Politics* 16.2 (2010): 171-192.
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4. Hernández, Enrique, and Hanspeter Kriesi. "The electoral consequences of the financial and economic crisis in Europe." *European Journal of Political Research* 55.2 (2016): 203-224.
5. Howard, Marc Morjé, and Philip G. Roessler. "Liberalizing electoral outcomes in competitive authoritarian regimes." *American Journal of Political Science* 50.2 (2006): 365-381.
6. Lijphart, Arend. "Comparative politics and the comparative method." *American political science review* 65.3 (1971): 682-693.
7. Linz, Juan. "The Dangers of the Presidential System." *Journal of Democracy*, 1.5.1 (1990).
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11. Ziblatt, Daniel (2009): Shaping Democratic Practice and the Cause of Electoral Fraud: The Case of Nineteenth-Century Germany. *American Political Science Review* 103(1), 1-21.

Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	80
	Assignments for seminars / tutorials / labs	+	10
	E-learning / distance learning (MOOC / LMS)	+	10
	Fieldwork	-	-
	Project work	-	-
	Other (please specify)	-	-
	Preparation for the exam	+	30
Academic Support for the	Academic support for the course is provided via LMS, where students can find:		

Course	guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials
Facilities, Equipment and Software	Internet, PC with projector
Course Instructor	Dr. Margarita Zavadskaya, Associate professor (docent) and Tatiana Tkacheva, Assistant lecturer
Peculiarities of learning technologies for students with disabilities	<p>In case of necessity, students with disabilities may by their application be provided with the following learning technologies, adapted to the peculiarities of their health conditions:</p> <ol style="list-style-type: none"> 1) <i>For students with vision disabilities</i>: in printed form with larger fonts, in electronic form, in audio format, individual consultations assisted by specialists in audio description and sign language, individual assignments and consultations; 2) <i>For students with hearing disabilities</i>: in printed form, electronic form, subtitled video-materials, individual consultations assisted by specialists in sign language, individual assignments and consultations; <p><i>For students with locomotor disabilities</i>: in printed form, in electronic form, in audio format, individual assignments and consultations.</p>

Annex 1

Course Content

Lecture 1. Intro to Comparative Politics and Comparative Research Methods

Comparative Politics. Comparative Method. Research design. Research question and answer. Variables and hypotheses in comparative politics. Old institutionalism. Behavioral revolution. Systemic approach. Rational choice approach. (Neo)institutionalisms. Problems of comparison.

Seminar 1. Intro to Comparative Politics. Approaches in Comparative Politics

Questions

1: How do comparative political scientists communicate their research results to the public?

Your task is to search the internet for blogs, op-ed articles, newspaper articles, and policy reports by political scientists to see how research results are communicated. Consider frequency, topics, and relation to other disciplines (economics, sociology, psychology).

2: What makes for a major impact?

Some political scientists manage to have a quite large impact on the public discussion. Examples from the U.S. are Francis Fukuyama, Robert Putnam, and Theda Skocpol.

In the country you know best (presumably, Russia) or are most interested in, try to answer the following questions about that country's most prominent political scientists:

- What it is that distinguishes those that have the ability to reach a wider audience?
- What are they trying to explain?
- What sort of social science are they doing?

3: What is seen as important to explain in Comparative Politics?

Lecture 2. Approaches in Comparative Politics

Five alternative approaches in comparative politics. Institutions, ideas, international environment, interests

Seminar 2. Approaches in Comparative Politics

Seminar Activity 1: Understanding types of research designs

Your task is to make **a relevant case selection for each of the five designs** which are adequate to answer the research question mentioned above. Here are the five designs with a short description on how to proceed with each of them:

- The single-case study: select a relevant case that needs further exploration. First have a look at the population (meaning all countries in the data set), for example by making **a scatterplot** or a listing of the values of the social expenditures per country. After examining this overview, you may select a country that has a comparatively low or high level of social expenditures in order to explain why this is the case. This means that you analyze a so-called **'outlier'** (see also Chapter 3).
- Time series: select a time period that is relevant to study development over time, e.g. did the financial crisis since 2007 lead to more social security transfers? In which countries did this effect take place and in which countries it did not? Note that in this case, you need **a time span** that covers years before and after **the intervening variable** (i.e. the crisis).
- Closed universe: which relevant cases might be studied over time? For example, the research question could be: are the consensual democracies more generous re. Social Welfare than the majoritarian democracies? In the literature, the argument is made by Lijphart (2012) that consensus democracies are 'kinder' and 'gentler' because more often than not the main parties (in government) seek to compromise. This institutional feature would explain the difference in generosity.
- Cross-section: make a country selection only. For example, how do countries differ on the degree of social transfers? In this case, you leave out time by selecting one year or by calculating one mean value per country for a distinct period.
- Pooled analysis: in this case you leave the data structure as it is regarding the research question. The units are country*years. In this type of analysis, the focus is often variable oriented, for example, which factors explain the overtime developments of social expenditures across countries? Note that under the heading 'pooled analysis' one might include a control variable (e.g. left vs rightwing government) or a rival explanation (e.g. economic growth). Recall Figure 3.1.

Task: Make the appropriate case selection for each of the five designs and present a relevant statistical application that is related to explaining the causal connection between left versus right and the degree of welfare statism.

Lecture 3. Political Regimes

Political regimes. Typologies and classification. Scalar vs sortal approaches. Hybrid regimes. Democracies and non-democracies.

Seminar 3. Political Regimes

Q's

1. How we differentiate between democracies and autocracies? What are the operational indicators?
2. Why do they differ?
3. How do we know which measure is the best? Which indicators are good and which are bad?
4. Is Russia a democracy? Bring any other example.

Lecture 4. Democracies

Democracy. R. Dahl. J. Schumpeter. Substantive and procedural definitions. Polyarchy. Common good.

Seminar 4. Democracies

Seminar Activity 1: Definitions and Measurement of Democracies

Empirical definitions of democracy used in Comparative Politics usually connote free and fair elections, universal suffrage, civil liberties and responsible government. Schumpeter's minimalist definition of democracy and Dahl's conception of 'polyarchy' have shaped in one way or another most definitions of democracy currently used in Comparative Politics.

- a. What is the difference between Schumpeter's and Dahl's definition of democracy?
- b. Why is this distinction important?
- c. What are the different measurements of democracies that are commonly used in Comparative Politics?

Lecture 5. Autocracies

Classic and modern definitions of autocracies. Totalitarianism and authoritarianism. Electoral and competitive authoritarianism. Personalist, one-party and military regimes. Hybrid regimes.

Seminar 5. Autocracies

Seminar Activity 1: Comparing authoritarian regimes – historical examples

The chapter has noted that authoritarian regimes are best compared by applying the formula of who rules, why do they rule, and how do they rule.

1) Choose two authoritarian regimes that no longer exist (such as Hitler's totalitarian Nazi regime) and compare these two regimes by identifying similarities and differences in who ruled, why did they rule and how did they rule. What type of authoritarianism was it and why (consider at least two typologies suggested in the reading!)?

2) Then compare these two regimes' human-rights record, economic performance, and eventual collapse or destruction. What other comparisons should be made? Can any of the differences between these regimes be easily explained and, if so, how?

Seminar Activity 2: Comparing authoritarian regimes – present examples

1) For this second exercise choose two existing authoritarian regimes that are located in different regions of the world, e.g. one regime is in Latin America and the other is in Southeast Asia. Compare these two regimes by identifying similarities and differences in who rules, why do they rule and how do they rule. Which indicator did you use for selecting the cases? Why? Are there any discrepancies in coding by various databases? What type of authoritarianism is it according to Schedler, Geddes et al., Przeworski et al, or Boix et al.?

2) Then compare these two regimes' human-rights record, economic performance and survival prospects. What other comparisons should be made? Can any of the differences between these regimes be easily explained and, if so, how?

Lecture 6. Regime change.

Regimes change. Democratization and democratic transitions. Types of transitions. Waves of democratization. Diffusion and bandwagon effects.

Seminar 6. Regimes change.

Q's:

- 1) Problems of democratic transition
- 2) Analysis of examples from Southern Europe, South America, and post-communist Europe
- 3) Democratic consolidation and its challenges
- 4) Democratic diffusion, can a regime be democratized externally?

Lecture 7. Legislatures

Assemblies, parliaments, congresses. Committees. Legislative process. Legislative oversight. Filibustering and logrolling. Parliamentary autonomy.

Seminar 7. Legislatures

Class Individual Assignment:

Choose a legislature from somewhere in the world other than the country you live in and whose name begins with the same letter as your first name (e.g. Alexandra - Austria, Eugene - Ethiopia) and answer the following questions:

- 2) Is it a bicameral or unicameral legislature? (1 sentence)
 - 3) How many members does it contain? (1 number)
 - 4) How are the members elected or selected? (1-3 sentences)
 - 5) Does the legislature have an impact on the executive in terms of appointments and government formation? How? (2-3 sentences)
 - 6) Does the legislature control the government? How? (2-3 sentences)
 - 7) Based on the responses provided earlier, try to determine the likely independent policy influence of the legislature based on its internal structures and the character of the political system itself. (2-5 sentences)
- Please submit your responses via LMS site in text format (.doc(x), .rtf, .pdf or .pages).

Lecture 8. Government and Bureaucracies

Rational bureaucracy. New Public Management. Principal-agent problems. Policy implementation. Models of public service (civil service).

Seminar 8. Government and Bureaucracies

Q's:

A government's capacity to implement its decisions depends critically on the ability and willingness of bureaucrats and the structures and processes of the public administration. Classic bureaucracy aims at making the civil service a neutral instrument. In practice, the inclusion of individual political preferences by bureaucrats can lead to agency loss; bureaucratic career concerns foster the growth of the state.

Exercise

Answer the following questions:

- 1) What are potential problems of bureaucracies?
- 2) Politicians have responded in two ways to their uneasiness with bureaucracy: spoils systems and New Public Management systems. What are their characteristics? Discuss as well the potential problems with these solutions.
- 3) Provide an example when bureaucratic interests clash with policy decisions.

Lecture 9. Institutional Designs

Parliamentarism. Presidentialism. Mixed designs (president-parliamentary and premier-presidential systems). Perils of presidentialism. Presidential power and separate survival.

Seminar 9. Institutional Designs

Q's:

The term "government" has several meanings, whereby the most common refers to the country's central political executive. What constitutes the government depends on the regime type. Constitutionally, we can distinguish between one-person executives and collective bodies. Some governments include the head of state, while others have a separate head. The two dimensions that classify regime types look at a) whether there is a fixed term for the government and b) whether the government's taking office rests on support of either the electorate or the parliament.

Answer the following questions:

- 1) According to the classification describe above, there are 5 regime types (while one regime type is a mix of two of them).
 - a. Name the different regime types and their respective characteristics.
 - b. Give real-world examples for the different regime types.
- 2) What are the perils of the presidential systems according to Juan Linz?
- 3) Is parliamentarism any better according to Mainwaring and Shugart?
- 4) Give examples of presidential and parliamentary institutional designs.
- 5) What kind of process does the term "presidentialization of politics" capture and what are the consequences of it?

Lecture 10. Elections and Referendums

Elections as instruments of democracy. Plebiscites and referendums. Direct and indirect participation in politics. Direct democracy vs representative democracy. Variety of democracies. Majoritarian

democracies. Consensus democracies. Westminster democracies. Accountability and representation. Responsiveness and responsibility.

Seminar10. Elections and Referendums

Q's: The normative debate over elections and referendums

- Two-party systems.
- Multi-party systems.

Lecture 11. Electoral Systems

Electoral formulae. Thresholds. District magnitude. Families of electoral systems. Plurality systems. Proportional systems. Mixed systems. Preferential vote. Quota and divisors' methods.

Seminar 11. Electoral Systems

Answer the questions:

- 1) What is the author's research question?
- 2) What are the hypotheses?
- 3) What is the unit of analysis?
- 4) What is the dependent (Y) / independent (X) variable? What are the logical, causal steps, from X to Y? How does the author trace the logical steps?

Lecture 12. Political Parties

Political parties. Functions of political parties. Types of parties. Maurice Duverger. Cadre and mass parties. Catchall parties. Cartel parties.

Seminar 12. Political Parties

Seminar Activity 1: Party members as principals or as supporters.

In some understandings of democratic party politics, party members are the principals and party politicians primarily their agents. In other understandings, parties are associations of politicians, and party members are "cheerleaders" for them.

- 1) Compare the on-line recruitment messages of two or three major parties to those of the "supporters groups" for two or three football clubs. What do these comparisons tell you about the way parties understand the role of their members?

Lecture 13. Party Systems

Party systems classification. Duverger's laws. Giovanni Sartori. Effective number of parties. Fractionalization. Volatility.

Seminar 13. Party Systems

- 1) What is a party system? How is it different from the political party?
- 2) What are the types of party systems exist? Please characterize them and provide relevant examples.
- 3) What are the qualitative and quantitative measures of party systems?

- What are fractionalization and fragmentation?
- What is the index of disproportionality? Why we use it?
- What does the volatility index measure?

Lecture 14. Political Culture and Values

Political culture. Civic culture. Critical citizens. Paradox of voting. Traditional, modern and emancipative values. Modernization and post-modernization.

Seminar 14. Political Culture and Values

Seminar Activity: Political Culture and Datasets

The term culture includes traditions, habits and patterns of behavior shaped by a society's prevailing beliefs, norms and values. Political culture denotes a subset of these phenomena that is shaped specifically by political beliefs, norms and values. Political scientists analyze political culture by using representative data. Over many decades, researchers have used standardized surveys to measure cultural differences between societies in valid ways. The two largest surveys with regards to spatial and temporal scope are the World Value Survey (WVS) and the European Values Study (EVS).

Exercise

In the following exercise, you will compare two nation states.

- 1) Choose two nation states and justify your comparison (are they very similar on certain aspects, but differ with regards to their democratization score, or do they have a similar democratization score, but very different scope conditions?)
- 2) Open the World Value Survey and locate your countries on the two value dimensions (secular vs. emancipative values, you will find all the necessary information on the webpage).
- 3) Discuss the two concepts "secular" and "emancipative" values. Discuss as well whether the two concepts adequately capture political culture. What are we exactly measuring when we are looking at secular or emancipative values?

Lecture 15. Political Participation: Voting and Protests

Political participation. Conventional and unconventional participations. Institutionalized and direct participation. Models of voting behavior. Theories of protest. Critical mass theory. Absolute and relative deprivation. Tipping-point models. Political opportunity structure.

Seminar 15. Political Participation: Voting and Protests

Seminar Activity 1: Theory, Definition and Models of Social Movements

Social movements constitute an integral part of the contemporary political process in democratic polities and are not simply another type of interest group. They have action repertoires of their own that distinguish them from established political actors. The concept of social movement include three constitutive components: (1) a group of people with a conflictual orientation towards an opponent, (2) a collective identity and a set of common beliefs and goals, and (3) a repertoire of collective actions.

Exercise

The theoretical approaches to social movements have been divided into three models – the classical model, the resource mobilization model and the political process model.

1) Discuss the assumptions of the models. What are the differences between the models? What is the criticism to each of the theoretical approaches?

Seminar Activity 2: Social Movements and Democracy

While not all social movement have struggled for democracy, many progressive social movements have been important actors in the development of democracy. Several empirical findings have found out that, while some more conventional form of participation such as voting are declining, protest is more used. Social movement organizations are growing in numbers also due to the increasing challenges representative democracies are facing.

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
	Tests	*	*		
	Class Activities (in-class participation and mini-quizzes)	*	*		
Summative Assessment	Exam		*		

Assessment Criteria

1. Formative Assessment (Cumulative Grade)

Participation in seminar discussions and tasks (Q_s)

During the seminars – discussion groups of the assigned literature, lecturers take notes on the activities of each student, quantity and quality of his / her answers, an overall contribution to the discussion.

At the end of the seminar, the lecturer evaluates the contribution by the following criteria:

Grades	Assessment Criteria
«Excellent» (8-10)	Active participation throughout the seminar, both qualitative and quantitative contribution to the discussion, showing excellent comprehension of the assigned literature, without mistakes or some

	mistakes (1-2), original thinking and strong evidence of preparation.
«Good» (6-7)	Not constant participation, but the contribution to the discussion is valuable (one detailed answer, or 3-4 short commentaries), some minor mistakes (3-4) are made, showing evidence of preparation to the seminar.
«Satisfactory» (4-5)	The student does not participate in the discussion, but shows a satisfactory level of material comprehension when deliberately asked by a lecturer, with some problems (hesitation) in answering follow-up questions.
«Fail» (0-3)	The student does not show up at the seminar without a good excuse, or shows no material comprehension when asked by a lecturer, not able to answer questions using relevant information.

Tests during the Seminars (Q_t)

Tests may contain up to 10 questions to be answered in 15 minutes. The questions can be done in several forms: multiple choice, matching, true or false, selection and ranging, fill in the gaps, open questions (fill in the table, write a definition, draw a scheme). The questions are based on the course materials (lecture and mandatory readings) for each topic.

The grade for each test is calculated as number of points obtained for correct answers divided by the total points possible to obtain, multiplied by 10. Then the result is rounded arithmetically. Grades are calculated automatically via the LMS.

Grades Conversion

Grades	Points
10 (excellent)	10
9 (excellent)	9
8 (excellent)	8
7 (good)	7
6 (good)	6
5 (satisfactory)	5
4 (satisfactory)	4
3 (fail)	3
2 (fail)	2
1 (fail)	1

0 (fail)	0
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2. Final Oral Examination (Q_{exam})

The final examination covers the materials from lectures and mandatory readings of all the course content. The list of sample examination questions is presented in Annex 3.

Evaluation criteria

Students are expected to prepare answers to each of 60 questions relying on the recommended literature, textbooks, seminar materials and lecture slides. Some topics were covered by lectures, others by seminars.

Assessment criteria are as follows:

Grades	Assessment Criteria
«Excellent» (8-10)	<p>Student demonstrates the knowledge and understanding of key concepts, terms and theories mentioned in the question. By knowledge we mean definitions and ability to explain the gist of the concepts and notions in question.</p> <p>Student knows the key author(s) and can relate them to the terms, concepts and theories in question. Student provides relevant examples.</p> <p>Student is aware of existing debates and criticism in the field and/or can articulate her own motivated opinion regarding the question at hand.</p> <p>Student can make bridges / connect to adjacent topics.</p>
«Good» (6-7)	<p>Student demonstrates the knowledge and understanding of key concepts, terms and theories mentioned in the question.</p> <p>Student knows key author(s) and can relate them to the terms, concepts and theories in question, but cannot provide relevant examples. Or student makes some insignificant mistakes or one significant mistake in providing definitions and/or examples.</p> <p>Student is not fully aware of existing debates and criticism in the field and/or cannot articulate her own motivated opinion regarding the question at hand. Or makes major mistakes in attempting to establish such links.</p> <p>Student can make bridges / connect to adjacent topics.</p>
«Satisfactory» (4-5)	<p>Student demonstrates overall knowledge and understanding of key concepts, terms and theories mentioned in the question. Although there are significant mistakes.</p> <p>Student knows the key author(s) and can relate them to the terms, concepts and theories in question, but cannot provide relevant examples. Or student makes major mistakes in connecting concepts, examples and</p>

	<p>author(s).</p> <p>Student is not aware of existing debates and criticism in the field and/or can articulate her own motivated opinion regarding the question at hand. Student cannot make bridges / connect to adjacent topics.</p>
«Fail» (0-3)	<p>Student does not demonstrate basic knowledge and understanding of key concepts, terms and theories mentioned in the question. Or student demonstrates a very limited knowledge without relying on the relevant terminology.</p> <p>Student does not know the key author(s) and cannot relate them to the terms, concepts and theories in question.</p> <p>Student is not aware of existing debates and criticism in the field and/or cannot articulate her own motivated opinion regarding the question at hand.</p> <p>Student refuses to answer one or both questions.</p>

Grades Conversion

Grades	Points
10 (excellent)	10
9 (excellent)	9
8 (excellent)	8
7 (good)	7
6 (good)	6
5 (satisfactory)	5
4 (satisfactory)	4
3 (fail)	3
2 (fail)	2
1 (fail)	1
0 (fail)	0

Tests

Apart from checking whether the students are prepared for a given seminar or have successfully completed the course, the aim of the quizzes and tests is to check if the students know paradigms, theories and terms in political science, understand the current scientific discourse on major problems and trends in politics and demonstrate deep knowledge and critical understanding of theories, principles, concepts and methodologies in political science.

In order to better prepare for the quizzes during the seminars, as well as the final test, it is highly recommended to read through the lectures (slides), as well as mandatory readings. Optional readings are not included into the quizzes or final tests (although they are highly advised to be read). The last slide of each lecture (presentation) contains a check-list with all important aspects of the topic a student should know. Having read the lecture and the literature, the students are advised to check themselves using this check-list.

Samples of test questions:

Question 1.

Please match the cleavages to the type of party that emerged from them.

- 1) The center-periphery cleavage
 - 2) The Rural-urban cleavage
 - 3) The state-church cleavage
 - 4) The workers-employers cleavage
-
- a) Social-democratic parties
 - b) Conservative parties
 - c) Agrarian parties
 - d) Regionalist parties

Question 2.

What does the parochial type of political culture imply?

- a) Citizens are somewhat informed and aware of their government, occasionally participate in political process, although the state is mostly considered only as a source of top-down norms
- b) Citizens have only a limited awareness of the existence of central government, masses are apolitical
- c) People are informed and actively participate in political process, the government is considered both as a source of top-down norms and as an opportunity for bottom-up initiatives

Samples of final test questions:

1. Comparative Politics as subfield of political science
2. 'Old' institutionalism: focus of research, traits, and authors
3. 'Behavioral revolution' in comparative politics

4. Systemic approach in comparative politics (D. Easton, T. Parsons)
5. Rational choice in comparative politics: main assumptions, examples
6. (Neo) institutionalism: main ideas and examples (e.g. D. North)
7. Approaches in Comparative Politics: methodological individualism vs. holism
8. Approaches in Comparative Politics: positivism, neo-positivism, interpretivism
9. Methodology and methods in Comparative Politics: definitions and components
10. The notion of research design in Comparative Politics and its elements
11. Dependent and independent variables
12. The notion of hypotheses, examples
13. Choosing comparative research strategies: advantages, disadvantages, and examples
14. Types of case study research (A. Lijphart)
15. Time-series research design
16. Cross-section, closed universe, and pooled analysis
17. Problems of comparison
18. The notion of political regime
19. Why so many typologies of political regimes?
20. Scalar and sortal approaches to political regimes' typologies (examples)

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.