

**Санкт-Петербургский филиал федерального государственного  
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"Национальный исследовательский университет  
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа социальных наук и востоковедения

Департамент прикладной политологии

**Рабочая программа дисциплины  
Современная политическая наука**

для образовательной программы «Сравнительная политика Евразии»  
направления подготовки 41.04.04 «Политология»  
уровень магистратура

Разработчик программы

Доктор полит. наук, профессор И.М. Бусыгина (ira.busygina@gmail.com)

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Д.Э. Ахмеджанова \_\_\_\_\_

Утверждена Академическим советом образовательной программы

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Академический руководитель образовательной программы

Д.В. Гончаров \_\_\_\_\_

Санкт-Петербург, 2018

*Настоящая программа не может быть использована другими подразделениями  
университета и другими вузами без разрешения кафедры-разработчика программы.*

## Course Syllabus

Title of the course	<b>MODERN POLITICAL SCIENCE</b>		
Title of the Academic Program	Comparative Politics of Eurasia		
Type of the course	Core		
Prerequisites	The course is elaborated for magister students of the first year and is taught from the beginning of the first module. For that reason the course has no prerequisites as its main idea is to serve as an introduction and a base for subsequent courses.		
ECTS workload	4 ECTS		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	112	152
Course Overview	<p>Generally, the course is about the theory and practice of comparative politics.</p> <p>The first part (Block 1) covers the major concepts of political science, and comparative politics in particular. The students learn how to work with the major concepts like “power”, “authority”, “institutions”, “development”, “modernization”, “political regime”. They also learn how to methodologically correctly apply comparative method at different scales.</p> <p>The second part (Block 2) covers the basic issues and political process at the Eurasian region in comparative perspective, in particular state and nation-building processes, institution-building, increasing state capacity, enhancing regional integration.</p> <p>The teaching format is traditional and innovative at the same time. Students will learn through lectures and through class-led debate. Most of the intellectual work on this course will be done in the seminars, where students will discuss the assigned readings for the course and link them to major theories and policy dilemmas of comparative politics.</p>		
Intended Learning Outcomes (ILO)	<p>UC-2 - Able to create new theories, invent new methods and instruments of professional activities</p> <p>UC-3 – Able to master new research methods and change the field of research and professional activities in the self-study mode</p> <p>UC-8 - Able to engage in professional activities, including research, in the multicultural environment</p> <p>GPC-3 - Able to assess, model and predict sociopolitical processes at the global, international, national, regional and local levels based on the methodology of theoretical and empirical research</p> <p>PC-2 – Able to work with modern scientific literature (including literature in English), analyze the state and trends of the development of political science</p>		

Teaching and Learning Methods	The course consists of 9 lectures (22 hours) and 11 seminars (22 hours). The lectures are supported by Power Point presentations, which are then made available to the students. Seminars follow an interactive format that includes discussions of key readings, debates, group presentations, etc.				
<b>Content and Structure of the Course</b>					
	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
.	What is politics and why study politics?	16	2	2	12
.	Comparative method and comparative politics	16	2	2	12
.	Institutionalism: sources, versions, results and constraints	16	2	2	12
.	Politics and theories of international development	16	2	2	12
.	The Region of Eurasia	16	2	2	12
.	Democracies and democratic transitions: evidence from Eurasian countries	16	2	2	12
.	Variations of authoritarian regimes in Eurasia	16	2	2	12
.	Comparing nation and state-building strategies in Eurasian countries	20	2	4	14
.	Measuring state capacity and state quality: The cases of Eurasian countries	20	2	4	14
<b>Total study hours</b>		152	8	2	112
Indicative Assessment Methods and Strategy	<p>The cumulative grade for this course is calculated as follows:  <math>0.3 * G_{class} + 0.7 * G_{essay}</math>  The final grade is calculated as follows:  <math>0.5 * G_{accumulative} + 0.5 * G_{exam}</math>  The exam is a written test that consists of questions discussed during the lectures and seminars.</p>				
Readings /	<u>Mandatory:</u>				

1. Dahl, Robert Alan. On political equality. New Haven, Conn. : Yale Univ. Press, 2006. URL:  
<http://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0b662136-7551-4dda-bdea-a392319669d6%40sessionmgr102&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=edswao.256331766&db=edswao>
2. Caramani, Daniele (2008). Introduction to Comparative Politics, Oxford: Oxford University Press. URL:  
<http://eds.b.ebscohost.com/eds/message?vid=1&sid=7bdf58fa-a317-4c44-98b7-7a3e9c50216b%40sessionmgr120>
3. Joel S. Hellman. Winners Take All: The Politics of Partial Reforms in Postcommunist Transition. World Politics, Vol.50, No.2 (Jan.1998). URL:  
[https://www.jstor.org/stable/25054036?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/25054036?seq=1#metadata_info_tab_contents)

4. Gel'man, Vladimir. 2016. *Authoritarian Russia: Analyzing Post-Soviet Regime Changes*, Pittsburgh University Press. URL:  
<http://eds.b.ebscohost.com/eds/message?vid=1&sid=74a16d55-e330-46ee-a9fb-24516d502a6c%40pdc-v-sessmgr02>

#### Optional

1. Ravallion, M. (2016) *The Economics of Poverty: History, Measurement and Policy*. URL:  
<http://eds.b.ebscohost.com/eds/detail/detail?vid=0&sid=982f6ac8-d856-4655-8955-2fcf2d4b995a%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=1087196&db=edsebk>
2. Rist, G. (2008) *The History of Development: from Western Origins to Global Faith*. URL:  
<http://eds.b.ebscohost.com/eds/detail/detail?vid=0&sid=62f350df-ff13-45db-976c-311c718d6f32%40sessionmgr104&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=753720&db=edsebk>
3. Geddes, Barbara. 2009. "What Causes Democratization?" In *The Oxford Handbook of Comparative Politics*, ed. by Carles Boix and Susan Stokes, Oxford University Press. URL:  
<http://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=6f1b8543-db55-483d-9ff1-8bf96e175625%40pdc-v-sessmgr02&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=edsoho.9780199566020.003.0014&db=edsoho>
4. Bremmer, Ian, Willis Sparks and Craig Kennedy. The Brown Journal of World Affairs, Vol. 14, No. 1 (FALL / WINTER 2007), pp. 87-95. URL:  
[https://www.jstor.org/stable/24590692?Search=yes&resultItemClick=true&searchText=Bremmer%2C&searchText=Ian&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DBremmer%252C%2BIan&ab\\_segments=0%2Ftub-1%2Frelevance\\_config\\_with\\_defaults&refreqid=search%3A58ad8651551e1c6212ac05325792fe23&seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/24590692?Search=yes&resultItemClick=true&searchText=Bremmer%2C&searchText=Ian&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DBremmer%252C%2BIan&ab_segments=0%2Ftub-1%2Frelevance_config_with_defaults&refreqid=search%3A58ad8651551e1c6212ac05325792fe23&seq=1#metadata_info_tab_contents)
5. Busygina, Irina. 2017. How Does Russian Federalism Work? Looking at Internal Borders in the Russian Federation. *Journal of Borderlands*

	<p>Studies; January 2017, Vol. 32 Issue: 1 p105-119. URL: <a href="http://eds.b.ebscohost.com/eds/detail/detail?vid=0&amp;sid=bfe1c415-a27e-41ea-9864-a533ab02f366%40sessionmgr103&amp;bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=ejs41575930&amp;db=edo">http://eds.b.ebscohost.com/eds/detail/detail?vid=0&amp;sid=bfe1c415-a27e-41ea-9864-a533ab02f366%40sessionmgr103&amp;bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=ejs41575930&amp;db=edo</a></p> <p>6. Fukuyama, Francis. 2013. What is Governance? Center for Global Development, Washington, DC, Working Paper 314. URL: <a href="http://eds.a.ebscohost.com/eds/detail/detail?vid=27&amp;sid=8e7fea47-4e1e-4030-af72-8867e07cc203%40sessionmgr103&amp;bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=edswao.40721349X&amp;db=edswao">http://eds.a.ebscohost.com/eds/detail/detail?vid=27&amp;sid=8e7fea47-4e1e-4030-af72-8867e07cc203%40sessionmgr103&amp;bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=edswao.40721349X&amp;db=edswao</a></p>		
Indicative Self- Study Strategies	<b>Type</b>	<b>+/-</b>	<b>Hours</b>
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	40
	Assignments for seminars / tutorials / labs	+	32
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	-	
	Other (please specify)	-	
	Preparation for the exam	+	40
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	For the lectures and Seminars a class with a laptop, a film projector and a sound system is required.		
Course Instructor	Prof. Irina Busygina ( <a href="mailto:ibusygina@hse.ru">ibusygina@hse.ru</a> , <a href="mailto:ira.busygina@gmail.com">ira.busygina@gmail.com</a> )		

## Annex 1

### Course Content

#### **BLOCK 1**

##### **Lecture 1. What is politics and why study politics?**

Structure of the course, assignments and evaluation.

The notion of politics. Why study politics? What is political science and how to study politics. Concepts, models and theories in political science. Subfields in political science. Arguments, evidence and conceptual framework. The use of scientific method.

Our major concepts: power, authority, government, legitimacy, public policy.

### **Seminar 1.**

1. Give practical examples of “politics as arena” and “politics as a process”.
2. Read Dahl’s “The concept of power” and be able to discuss his argumentation (course of reasoning).

### **Lecture 2. Comparative method and comparative politics**

What is comparative analysis? Comparison as a method. Reasons for comparison in social sciences. What is comparative politics? Ideographic versus nomothetic approach, Tools for comparative political research - quantitative VS qualitative methods. The guidelines of preparing for research by means of comparative method: puzzle – theory(ies) – method–selecting cases – selecting criteria.

### **Seminar 2.**

Provide the examples (and be able to discuss them) of the *types of descriptive comparisons* that are 1) nominal (shows presence or absence of an attribute); 2) ordinal (measuring the grade of attribute intensity); 3) quantitative (comparing continuing and quantifiable attributes).

### **Lecture 3. Institutionalism: sources, versions, results and constraints**

What are institutions, and why do they matter? The road to new institutionalism. Three new institutionalisms. Rational Choice Institutionalism. Historical Institutionalism. Sociological institutionalism. Institutional change. Economic growth and development: the role of economic and political institutions.

### **Seminar 3.**

Which of the Eurasian states currently faces the problem of weak institutions (find your example and be able to prove and explain it)? Analyze it in accordance with the scheme below. Add your own criteria, if necessary.

### **Lecture 4. Politics and theories of international development**

The Problem of Development. Growth, Catch-up Theories and Modernization. Underdevelopment Theories. Neoliberalism. Developmental States. Poverty. Sustainable Development. Feminist and Postcolonial Alternatives. Rights-Based Approaches. What Next for Development?

### **Seminar 4.**

Key Questions for discussion:

- What are the historical origins (intellectual and institutional) of development theory?
- What is the relationship between international development and colonialism?
- What concerns about the relationship between „core“ and „periphery“ countries gave rise to dependency theory?
- What kinds of development policies stemmed from dependency theory? What relevance and resonances do these ideas have in the present day?

### **Lecture 5. The Region of Eurasia**

What is Eurasian region: the borders problem. Not only geography, but a metaphor. Eurasia as a construction. Eurasian macro-region in comparative perspective.

Western and Eastern Eurasia: historical differences and their political effects. The Heartland theory and the present-day geopolitical structure of Eurasia. The Planet's Pivot Area in Mackinder's Theory. The concept of empire. Empires in Eurasia. The concept of failed state. Failed states in Eurasia. Asymmetries and conflicts as "Eurasian imperative".

### **Seminar 5.**

Topics for discussion:

- how Eurasia is structured – geographically and politically
- what is empire and can it survive in the present days
- failed states: what could be the remedy

### **Lecture 6. Democracies and democratic transitions: evidence from Eurasian countries**

Defining political regime. Democracy: conceptualization and operationalization. Types of democracy: liberalism as a variable. What is (democratic) transition? Huntington: three waves of democratization. Transition paradigm. No longer good: the end of transition paradigm. Transition and Socioeconomic Modernization. How we study democratization. What happens after the start: „J-curve“ and democratization outcomes. Democratization outcomes: evidence from Eastern European countries.

### **Lecture 7. Variations of authoritarian regimes in Eurasia**

Types of autocracy. Personalist, military, single-party regimes. Case: North Korea. Case: Republic of Belarus. Hybrid political regimes. Cases: post-communist countries. Elections without democracy, Neo- patrimonialism and the role of vested interests. Cases: political regimes in Russia and China and its dynamics.

### **Seminar:**

Key questions for the discussion:

- compare trajectories of different authoritarian regimes in Eurasia (their dynamics)
- can authoritarian regimes be effective and stable over time?
- the effects of authoritarian regime on foreign policy

### **Lecture 8. Comparing nation and state-building strategies in Eurasian countries**

Building a nation and building a state: what does that mean, and what comes first. The concept of state and the concept of political regime: analytical differences. The concept of nation-state. Western European cases: France and Germany. State and nation building: the effects of colonization (the cases of India and China). Nation and state building in authoritarian regimes by authoritarian rulers – the cases of Turkey, and post-Soviet countries. Russia: Putin's state-building strategy, its internal and external (geopolitical) outcomes.

### **Seminar:**

Discussion on state-building strategy in Russia at various time periods:

- Russian Empire
- Soviet state
- 90s (Yeltsin)
- 2000 onwards (Putin state-building strategy)

### **Lecture 9. Measuring state capacity and state quality: The cases of Eurasian countries**

What is state capacity? Concepts related to state capacity: state autonomy, quality of governance, good (bad) governance, quality of institutions. Dimensions of state capacity: extractive, coercive, administrative. Democracy and state capacity. The effects of economic transition on state capacity. State capacity: the case of Czech Republic. State capacity: the case of Ukraine. State capacity in authoritarian regimes. The case of Kazakhstan. State capacity and the problem of competitiveness in global economy.

#### **Seminar:**

##### **Key questions for discussion:**

- how to measure state capacity?
- how the level of state capacity influences political regime (and vice versa)?
- can the country with bad governance be competitive in global world?

#### **Seminar:**

Discussion on comparison of modes of regional integration in Eurasia – the European Union and Eurasian Economic Union.

#### **Essay Topics:**

- What is Eurasian region: the borders problem.
- Can authoritarian regimes be effective and stable over time?
- What are institutions, and why do they matter?
- What is empire and can it survive in the present days

#### **Exam questions:**

1. The notion of politics. What is political science and how to study politics. Concepts, models and theories in political science
2. Robert Dahl “The concept of power”
3. What is comparative analysis? Comparison as a method. Reasons for comparison in social sciences
4. What is comparative politics? Ideographic versus nomothetic approach, Tools for comparative political research - quantitative VS qualitative methods
5. What are institutions, and why do they matter? Three new institutionalisms: Rational Choice institutionalism. Historical institutionalism. Sociological institutionalism
6. Institutions: the concept of Douglass North
7. Institutional change. Economic growth and development: the role of economic and political institutions
8. The notion and the problem of development. Growth, catch-up theories and modernization. Illustrate the problem of development on the example of Eurasian country(ies)

9. Dependency theory: its main postulates and critique. Dependency theory and policy implications
10. The structure of Eurasian continent – geography and politics
11. Defining political regime. Democracy: conceptualization and operationalization. Types of democracy: liberalism as a variable.
12. What is (democratic) transition? Huntington: three waves of democratization.
13. Transition paradigm. No longer good: the end of transition paradigm.
14. Transition and Socioeconomic Modernization (Lipset, etc.)
15. What happens after the start: ‘J-curve’ and democratization outcomes. Democratization outcomes: evidence from Eastern European countries.
16. Joel Hellman “The Winners Take All”
17. Types of autocracy. Personalist, military, single-party regimes. Give examples.
18. Hybrid political regimes. Electoral authoritarianism. Give examples.
19. The concept of nation-state. State and nation building: the effects of colonization.
20. Authoritarian trajectories: China and Kazakhstan
21. State building in Russia (comparing different periods)
22. What is state capacity? Concepts related to state capacity: state autonomy, quality of governance, good (bad) governance, quality of institutions. Dimensions of state capacity: extractive, coercive, administrative.
23. The effects of economic transition on state capacity. State capacity: the case of Ukraine. State capacity in authoritarian regimes. State capacity and the problem of competitiveness in global economy.
24. Coalition-building and regional integration in Eurasia.
25. European Union and Eurasian Economic Union

## Annex 2

### Assessment Methods and Criteria

#### Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
Formative Assessment	In-class Participation				
	Essay				
Summative Assessment	Exam				

#### Assessment Criteria

##### In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparation and broad background knowledge.
«Good»	Shows strong evidence of preparation and broad background knowledge.

(6-7)	Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

### Written Assignments (Essay)

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### Final assessment (final examination)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### **Recommendations for students about organization of self-study**

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

### **Recommendations for essay**

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. Introduction and formulation of a research question.
2. Body of the essay and theoretical foundation of selected problem and argumentation of a research question.
3. Conclusion and argumentative summary about the research question and possibilities for further use or development.

### **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.