

Course Syllabus

Title of the course	Categories of Political Science				
Title of the Academic Programme	BA programme in Political Science and World Politics				
Type of the course	Core				
Prerequisites	None				
ECTS workload	5				
Total indicative study hours	Directed Study	Self-directed study	Total		
	52	138	190		
Course Overview	<p>The Categories of Political Science is an introductory course, aimed at providing students with basic knowledge on politics as the sphere of social activity and an academic discipline. The major task of the course is to give students a general overview of the political science current state of affairs, its core concepts in their interrelationship. The key political concepts, institutions and processes are discussed in global comparative perspective, including the world politics issues.</p>				
Intended Learning Outcomes (ILO)	<p>ULO₁: Able to learn and demonstrate skills in the field, other than the major field</p> <p>ULO₅: Work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach)</p> <p>ULO₇: Able to work in team</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>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>Lectures with multimedia support (slides, visual materials) and interactive elements (online surveys and quizzes).</p> <p>Debates and open discussions, role-play games and mini-group work during seminars.</p>				
Content and Structure of the Course					
№	Topic	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Politics & Political Science	14	2	2	10
2	State and Political Power	14	2	2	10
3	Political Ideologies	14	2	2	10
4	Behavioralist Revolution and Systems	14	2	2	10

	Theory in Political Science				
5	Rational Choice Theory and New Institutionalism in Political Science	14	2	2	10
6	Political Regimes: Democracies	15	2	2	11
7	Political Regimes: Non-Democracies	15	2	2	11
8	Division of Power	15	2	2	11
9	Unitary and Federal Systems	15	2	2	11
10	Judiciary, Bureaucracy and the Media	15	2	2	11
11	Interest Groups and Political Parties	15	2	2	11
12	Electoral Systems	15	2	2	11
13	Public Participation and Political Culture	15	2	2	11
Total study hours		190	26	26	138

Indicative Assessment Methods and Strategy

The interim grade for the course is calculated according to the formula:

$$G_{\text{interim}} = 0,2 * G_{\text{class}} + 0,2 * G_{\text{quiz}} + 0,2 * G_{\text{team}} + 0,2 * G_{\text{essay}} + 0,2 * G_{\text{exam}}$$

The following ongoing assessment techniques are used:

1) Class activities (G_{class} 20%) – lecturers evaluate students' progress and input to the seminar discussions, when the individual work is implied. The component is calculated as an average grade achieved on the seminars (see Annex 2).

2) Quizzes (G_{quiz} 20 %) – each of the seminar students are to do a small quiz related to the pervious topic, aiming at assessing the comprehension of the topic. Quizzes contain no more than 5 questions to be answered within 7 minutes (multiple choice, fill in the gaps, ordering and matching). The component is calculated as an average grade for all quizzes (see Annex 2).

3) Team Work (G_{team} 20%) – several seminars are designed to test students' abilities to work in small groups: either a homework project with a presentation in class, or task solving in mini-groups at a seminar. The component is calculated as an average grade for all group activities (see Annex 2).

4) Essay (G_{essay} 20%) – each student is supposed to write an essay. The essay is to be submitted via LMS no later than 4 weeks before the final class.

5) Final Exam (G_{exam} 20%) – the final exam is organized during the session period and is conducted in a test form, including open questions.

The following rules of retaking the ongoing assessment components apply:

1) If a student misses a seminar where **G_{class}**, **G_{quiz}**, **G_{team}** are assessed, she or he received a zero mark for this class, which is included into the average mark calculations.

2) If a student proves a valid and documented reason for the absence on the seminar, where **G_{class}** is assessed, he or she may apply for retaking this assessment. The assessment is retaken in a form of a reflection paper (no more than 2000 characters), based on the literature and questions discussed at the seminar. The reflection paper must be sent to the lecturer **no later than 5 days** after the day the valid reason is no longer applicable (e.g. the first day of the documented recovery), and is assessed according to Annex 2.

3) If a student proves a valid and documented reason for the absence on the seminar, where **G_{quiz}** is assessed, he or she may apply for retaking this assessment, which is held on the next seminar or during the lecturer's consultation hours no later than 7 days after the day the valid reason is no longer applicable (e.g. the first day of the documented recovery), and is assessed according to Annex 2.

4) If a student proves a valid and documented reason for the absence on the seminar, where **G_{team}** is assessed in a form of a presentation, prepared at home, his / her mark equals the team grade, provided he / she gives a detailed explanation of his / her contribution to the group presentation in a written form, and provided other members of the team confirm this explanation. In case the teamwork is organized within the seminar, rule 2 above applies, and the assessment is retaken in a form of a reflection paper.

5) **G_{essay} cannot be retaken.** Students who fail to submit the essay within the period of submission (before the set deadline) receive a zero mark. In exceptional cases of proved valid reasons (e.g. documented illness within 3 days before or after the deadline, or the screen-shot LMS malfunctions on the day of the deadline), students are allowed to send the essay within the day when the valid reason is no more applicable (e.g. the first day of the documented recovery).

6) The teacher may release students from taking the examination (**G_{exam}**). The teacher announces his decision no later than at the last class prior to the examination period.

7) Arithmetical rounding applies to all ongoing and interim assessments.

Readings / Indicative Learning Resources

Mandatory:

1. Almond, G. A. (1996). Political Science: The History of the Discipline. In: *A new handbook of political science*, 75-82.
2. Amadae, S. M., & Bueno de Mesquita, B. (1999). The Rochester

- School: The origins of positive political theory. *Annual Review of Political Science*, 2(1), 269-295
3. Binder, S., Rhodes, R., Rockman, B., & Bowler, S. (2008-06-12). Electoral Systems. In *The Oxford Handbook of Political Institutions*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-29>.
 4. Binder, S., Rhodes, R., Rockman, B., & Shugart, M. (2008-06-12). Comparative Executive–Legislative Relations. In *The Oxford Handbook of Political Institutions*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-18>
 5. Binderkrantz, A.S. (2014). Legislatures, Lobbying, and Interest Groups. In: Shane Martin, Thomas Saalfeld, and Kaare W. Strøm (Eds.) *The Oxford Handbooks of Legislative Studies*. Oxford University Press. P. 526 – 542.
 6. Boix, C., Stokes, S., & Beramendi, P. (2009-07-02). Federalism. In *The Oxford Handbook of Comparative Politics*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-31>.
 7. Boix, C., Stokes, S., & Norris, P. (2009-07-02). Political Activism: New Challenges, New Opportunities. In *The Oxford Handbook of Comparative Politics*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-26>.
 8. Boix, C., Stokes, S., & Taagepera, R. (2009-07-02). Electoral Systems. In *The Oxford Handbook of Comparative Politics*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-28>.
 9. Brancati, D. (2014). Democratic authoritarianism: Origins and effects. *Annual Review of Political Science*, 17, 313-326.
 10. Dahl, R. A. (1961). The behavioral approach in political science: epitaph for a monument to a successful protest. *American Political Science Review*, 55(4), 763-772
 11. Dreijmanis, John. *Max Weber's Complete Writings on Academic and Political Vocations*, Algora Publishing, 2007. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=319262>. P. 126 – 166.
 12. Easton, D. (1957). An approach to the analysis of political systems. *World politics*, 9(3), 383-400.
 13. Easton, D. (1969). The new revolution in political science. *American Political Science Review*, 63(4), 1051-1061
 14. Freedon, M., Stears, M., & Jackson, B. (2013). Social Democracy. In *The Oxford Handbook of Political Ideologies*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-030>.

15. Freedon, M., Stears, M., & O'Sullivan, N. (2013) Conservatism. In *The Oxford Handbook of Political Ideologies*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-005>.
16. Freedon, M., Stears, M., Freedon, M., & Stears, M. (2013). Liberalism. In *The Oxford Handbook of Political Ideologies*. : Oxford University Press. Retrieved 19 Aug. 2019, from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-020>.
17. Freedon, M., Stears, M., Mudde, C., & Kaltwasser, C. (2013). Populism. In *The Oxford Handbook of Political Ideologies*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-026>.
18. Hall, P. A., & Taylor, R. C. (1996). Political science and the three new institutionalisms. *Political studies*, 44(5), 936-957.
19. Kenski, K., Jamieson, K., & Iyengar, S. (2017-08-24). A Typology of Media Effects. In *The Oxford Handbook of Political Communication*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199793471.001.0001/oxfordhb-9780199793471-e-49>.
20. Kitschelt, H. (2007). Party Systems. In: Carles Boix and Susan C. Stokes (Eds.) *The Oxford Handbook of Comparative Politics*. Oxford University Press. P. 522 – 554.
21. Mann, M. (1984). The autonomous power of the state: its origins, mechanisms and results. *European Journal of Sociology // Archives européennes de sociologie*, 25(2), 185-213.
22. March, J. G., & Olsen, J. P. (2006). Elaborating the “new institutionalism”. *The Oxford handbook of political institutions*, 5, 3-20.
23. Ostrom, E. (1991). Rational choice theory and institutional analysis: Toward complementarity. *American political science review*, 85(1), 237-243.
24. Schmitter, P. C., & Karl, T. L. (1991). What democracy is... and is not. *Journal of democracy*, 2(3), 75-88.

Optional:

1. Binder, S., Rhodes, R., Rockman, B., & Galligan, B. (2008). Comparative Federalism. In *The Oxford Handbook of Political Institutions*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-14>.
2. Binder, S., Rhodes, R., Rockman, B., & Jessop, B. (2008). The State and State-Building. In *The Oxford Handbook of Political Institutions*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-7>.
3. Binder, S., Rhodes, R., Rockman, B., & von Beyme, K. (2008). Political

	<p>Institutions—Old and New. In <i>The Oxford Handbook of Political Institutions</i>. : Oxford University Press. Retrieved from https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-38.</p> <p>4. Diamond, L. (2002). Thinking about hybrid regimes. <i>Journal of democracy</i>, 13(2), 21-35.</p> <p>5. Leibfried, S., Huber, E., Lange, M., Levy, J., Stephens, J., & vom Hau, M. (2015). State Theory: Four Analytical Traditions. In <i>The Oxford Handbook of Transformations of the State</i>. : Oxford University Press. Retrieved from https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199691586.001.0001/oxfordhb-9780199691586-e-7.</p> <p>6. Levitsky, S., & Way, L. (2002). The rise of competitive authoritarianism. <i>Journal of democracy</i>, 13(2), 51-65.</p> <p>7. Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. <i>Journal of communication</i>, 57(1), 9-20.</p>																				
Indicative Self- Study Strategies	<table border="1"> <thead> <tr> <th data-bbox="529 864 1139 918">Type</th> <th data-bbox="1139 864 1310 918">+/-</th> <th data-bbox="1310 864 1492 918">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="529 918 1139 972">Reading for seminars</td> <td data-bbox="1139 918 1310 972">+</td> <td data-bbox="1310 918 1492 972">40</td> </tr> <tr> <td data-bbox="529 972 1139 1025">Preparing for seminar questions and quizzes</td> <td data-bbox="1139 972 1310 1025">+</td> <td data-bbox="1310 972 1492 1025">40</td> </tr> <tr> <td data-bbox="529 1025 1139 1079">Preparing for the teamwork</td> <td data-bbox="1139 1025 1310 1079">+</td> <td data-bbox="1310 1025 1492 1079">18</td> </tr> <tr> <td data-bbox="529 1079 1139 1133">Preparation and writing an essay</td> <td data-bbox="1139 1079 1310 1133">+</td> <td data-bbox="1310 1079 1492 1133">20</td> </tr> <tr> <td data-bbox="529 1133 1139 1182">Preparation for the exam</td> <td data-bbox="1139 1133 1310 1182">+</td> <td data-bbox="1310 1133 1492 1182">20</td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars	+	40	Preparing for seminar questions and quizzes	+	40	Preparing for the teamwork	+	18	Preparation and writing an essay	+	20	Preparation for the exam	+	20		
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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	Each lecture is supported by .ppt – presentation (a laptop and a projector are required), the Internet access is preferred. To facilitate educational process the Learning Management System is used.																				
Course Instructor	Senior Lecturer Yury Kabanov, ykabanov@hse.u																				

TOPIC 1. POLITICS AND POLITICAL SCIENCE

Lecture Content: Science and Scientific Explanation. “Hard” and “Soft” Sciences. Political Science as a Social Science. Politics. Policy. Polity. Political Science vs. Politics

Seminar: Read the mandatory literature and be ready to discuss the following questions:

- 1) What is politics? Give and explain several definitions.
- 2) What are the peculiarities of Political Science as a social science? Why did Aristotle call it a “master science”.
- 3) What is the difference between normative and empirical approaches in Political Science?
- 4) How does Weber define politics and political science? What is his opinion on the relationship between them?

Mandatory Readings:

Dreijmanis, John. *Max Weber's Complete Writings on Academic and Political Vocations*, Algora Publishing, 2007. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=319262>. P. 126 – 166.

TOPIC 2. STATE AND POLITICAL POWER

Lecture Content: The State: Definitions and Theories. The Social Contract (T. Hobbes, J. Locke). The Monopoly on Violence (M. Webber). Stationary Bandits (M. Olson). The State and Modern Political Science. State Autonomy and State Capacity (B. Geddes, T. Skocpol). Political Power: Interpretations and Definitions. Despotism and Infrastructural Power (M. Mann). “Three Faces of Power” (S. Lukes). Legitimacy.

Seminar: The “State” Game.

The seminar is conducted in the format of the role-play game “The State”. In order to participate effectively in this game and the reflection after, you are recommended to read the mandatory literature.

Mandatory Readings:

- 1) Mann, M. (1984). The autonomous power of the state: its origins, mechanisms and results. *European Journal of Sociology // Archives européennes de sociologie*, 25(2), 185-213.

Optional Readings:

- 1) Leibfried, S., Huber, E., Lange, M., Levy, J., Stephens, J., & vom Hau, M. (2015). State Theory: Four Analytical Traditions. In *The Oxford Handbook of Transformations of the State*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199691586.001.0001/oxfordhb-9780199691586-e-7>.

2) Binder, S., Rhodes, R., Rockman, B., & Jessop, B. (2008). The State and State-Building. In *The Oxford Handbook of Political Institutions*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-7>.

TOPIC 3. POLITICAL IDEOLOGIES

Lecture Content: The Notion of Ideology. Liberalism. Conservatism. Socialism and Social Democracy. New Ideologies. Ideologies in the Modern World.

Seminar: The seminar is conducted in a role-play game format. The group is divided into 4 teams – political parties with a particular ideology (liberalism, conservatism, social democracy and populism). Each group is to prepare a manifesto (statement) on a policy problem (defined before the seminar) and present it to the public. The presentation should be 12 minutes long and contain at least five statements related to the problem.

Mandatory Readings:

For particular groups:

2) Freeden, M., Stears, M., & Jackson, B. (2013). Social Democracy. In *The Oxford Handbook of Political Ideologies*. : Oxford University Press. Retrieved \ from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-030>.

3) Freeden, M., Stears, M., Mudde, C., & Kaltwasser, C. (2013). Populism. In *The Oxford Handbook of Political Ideologies*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-026>.

4) Freeden, M., Stears, M., Freeden, M., & Stears, M. (2013). Liberalism. In *The Oxford Handbook of Political Ideologies*. : Oxford University Press. Retrieved 19 Aug. 2019, from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-020>.

5) Freeden, M., Stears, M., & O'Sullivan, N. (2013) Conservatism. In *The Oxford Handbook of Political Ideologies*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-005>.

TOPIC 4. BEHAVIORALIST REVOLUTION AND SYSTEMS THEORY IN POLITICAL SCIENCE

Lecture Content: Explanation in Social Sciences: Agency vs. Structure. Old Institutionalism. Chicago School. Behavioral Revolution in Political Science. System Approach and Structural Functionalism.

Seminar: Read the assigned literature and prepare a .ppt presentation (in small groups, up to 20 minutes), devoted to one of the approach: (1) Chicago School & Behavioralism or (2) System Theory & Structural Functionalism. The presentation should be based on the mandatory readings and answer the following questions:

- 1) What are the origins of the paradigm? What scientific discipline did it borrow basics from? Can you name any political scholars, advocating for it?
- 2) What were the reasons of the paradigm to emerge?
- 3) What are its key assumptions, concepts and scope of inquiry?
- 4) What scientific methods would these concepts mostly employ?
- 5) What are the key advantages and shortcomings of the paradigm?

Mandatory Readings:

Behaviorism:

1) Dahl, R. A. (1961). The behavioral approach in political science: epitaph for a monument to a successful protest. *American Political Science Review*, 55(4), 763-772

2) Easton, D. (1969). The new revolution in political science. *American Political Science Review*, 63(4), 1051-1061

System Theory

Almond, G. A. (1996). Political Science: The History of the Discipline. In: *A new handbook of political science*, 75-82.

Easton, D. (1957). An approach to the analysis of political systems. *World politics*, 9(3), 383-400.

TOPIC 5. RATIONAL CHOICE THEORY AND NEW INSTITUTIONALISM IN POLITICAL SCIENCE

Lecture Content: Rochester School. Rational Choice Theory and Its Application to Political Science (A. Downs, W. Riker). New Institutionalism and Its Variations: Historic, Sociological, Rational Choice.

Seminar: Read the assigned literature and prepare a .ppt presentation (in small groups, up to 20 minutes), devoted to one of the approach: (1) Chicago School & Behavioralism or (2) System Theory & Structural Functionalism. The presentation should be based on the mandatory readings and answer the following questions:

- 1) What are the origins of the paradigm? What scientific discipline did it borrow basics from? Can you name any political scholars, advocating for it?
- 2) What were the reasons of the paradigm to emerge?
- 3) What are its key assumptions, concepts and scope of inquiry?
- 4) What scientific methods would these concepts mostly employ?
- 5) What are the key advantages and shortcomings of the paradigm?

Mandatory Readings:

All Groups:

Almond, G. A. (1996). Political Science: The History of the Discipline. In: *A new handbook of political science*, 75-82.

Rational Choice:

1) Amadae, S. M., & Bueno de Mesquita, B. (1999). The Rochester School: The origins of positive political theory. *Annual Review of Political Science*, 2(1), 269-295

2) Ostrom, E. (1991). Rational choice theory and institutional analysis: Toward complementarity. *American political science review*, 85(1), 237-243.

New Institutionalism:

- 1) Hall, P. A., & Taylor, R. C. (1996). Political science and the three new institutionalisms. *Political studies*, 44(5), 936-957.
- 2) March, J. G., & Olsen, J. P. (2006). Elaborating the “new institutionalism”. *The Oxford handbook of political institutions*, 5, 3-20.

Optional Readings:

- 1) Binder, S., Rhodes, R., Rockman, B., & von Beyme, K. (2008). Political Institutions—Old and New. In *The Oxford Handbook of Political Institutions*. : Oxford University Press.
Retrieved from
<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-38>.

TOPIC 6. POLITICAL REGIMES: DEMOCRACIES

Lecture Content: Political Regime: Definitions. Aristotle’s Six Types of Government. Classic Definition of Democracy. Minimalist Concept of Democracy (J. Schumpeter). Electoral Democracy. Polyarchy (R. Dahl).

Seminar: Read the mandatory readings and be ready to discuss the following questions:

- 1) What is the classic approach to democracy? What shortcomings of this approach can you name?
- 2) What is the main idea behind the minimal concept of democracy? Why are free and fair elections considered sufficient for minimal democracy?
- 3) What is polyarchy, and in which way is it different to democracy? What are the six major characteristics of polyarchy proposed by Dahl?
- 4) Look through the popular indices (measurements) of democracy: Polity IV, Freedom in the World, Vanhannen Index. How democracy is conceptualized in them?

Mandatory Readings:

- 1) Schmitter, P. C., & Karl, T. L. (1991). What democracy is... and is not. *Journal of democracy*, 2(3), 75-88.

Web-Resources:

- 1) Freedom House. Freedom in the World (<https://freedomhouse.org/report/freedom-world/freedom-world-2017>).
- 2) Vanhannen’s Index of Democracy (<https://www.prio.org/Data/Governance/Vanhanens-index-of-democracy/>).
- 3) Polity IV Project (<https://www.prio.org/Data/Governance/Vanhanens-index-of-democracy/>).

TOPIC 7. POLITICAL REGIMES: NON-DEMOCRACIES

Lecture Content: Totalitarian Regimes. Transition Paradigm and Hybrid Regimes. Types and Features of Authoritarianism. Electoral and Competitive Authoritarianism.

Democratization of Authoritarian Regimes and Authoritarian Consolidation. Institutions in Autocracies. Legitimacy, Repression and Cooptation in Autocracies.

Seminar: Read the mandatory literature and be ready to discuss the following questions:

- 1) What is authoritarianism, and in what respect does it differ from totalitarianism?
- 2) What is a hybrid regime? How can we explain the spread of hybrid regimes?
- 3) What functions do “democratic institutions” play in authoritarian settings? What do autocrats need elections, parties, elections etc.?

Mandatory Readings:

1) Brancati, D. (2014). Democratic authoritarianism: Origins and effects. *Annual Review of Political Science*, 17, 313-326.

Optional Readings:

- 1) Diamond, L. (2002). Thinking about hybrid regimes. *Journal of democracy*, 13(2), 21-35.
- 2) Levitsky, S., & Way, L. (2002). The rise of competitive authoritarianism. *Journal of democracy*, 13(2), 51-65.

TOPIC 8. DIVISION OF POWER

Lecture Content: Horizontal Division of Power. Head of State, Cabinet, Assembly (Legislature) and their functions. Hierarchical and Transactional Division of Power. Systems of Government: Presidential, Parliamentary, Semi-Presidential systems.

Seminar: During the seminar the group is divided into four groups and given an abridge from a constitution. The task is to deduce the system of government in a country and justify the choice.

Mandatory Readings:

1) Binder, S., Rhodes, R., Rockman, B., & Shugart, M. (2008-06-12). Comparative Executive–Legislative Relations. In *The Oxford Handbook of Political Institutions*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-18>

TOPIC 9. UNITARY AND FEDERAL SYSTEMS

Lecture Content: Types of state: Unitary, Federal and Confederative. Federalism: Background and Distinctive Traits (W. Riker, P. Ordeshook, D. Elazar). Decentralization in Unitary States. Federalism and Political Regime. Regional Policy.

Seminar: The seminar is devoted to the development of federalism in Russia. Please study the criteria of federalism proposed by Riker, Ordeshook and Elazar and analyze the fulfillment of these criteria in Russia since 1993 to the present.

Mandatory Readings:

1) Boix, C., Stokes, S., & Beramendi, P. (2009-07-02). Federalism. In *The Oxford Handbook of Comparative Politics*. : Oxford University Press. Retrieved from

<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-31>.

Optional Readings:

1) Binder, S., Rhodes, R., Rockman, B., & Galligan, B. (2008). Comparative Federalism. In *The Oxford Handbook of Political Institutions*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-14>.

TOPIC 10. JUDICIARY, BUREAUCRACY AND THE MEDIA

Lecture Content: Non – elective Institutions. Judiciary and its Political Functions. Types of Judicial Systems. Bureaucracy: Weber’s Ideal Type and Its Limits. Political Role of Bureaucracy. Mass Media, Social Media and Media Effects.

Seminar: The seminar is devoted to the media effects. Read the mandatory literature and be ready to discuss the following questions:

- 1) What theories of media effects do you know?
- 2) What are the basic ideas behind framing, priming and agenda-setting?
- 3) Give examples of the media effects from the current media outlets (news)?

Mandatory Readings:

1) Kenski, K., Jamieson, K., & Iyengar, S. (2017-08-24). A Typology of Media Effects. In *The Oxford Handbook of Political Communication*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199793471.001.0001/oxfordhb-9780199793471-e-49>.

Optional Readings:

1) Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of communication*, 57(1), 9-20.

TOPIC 11. INTEREST GROUPS AND POLITICAL PARTIES

Lecture Content: Interest Groups and Advocacy in Politics. Lobbying. Models of Interest Representation. Pluralism, Corporatism, Neocorporatism. Origins of Political Parties. Types of Political Parties: Mass and Cadre Parties (M. Duverger). Catch-all Parties. Parties vs. Interest Groups. Functions of Political Parties. Party Systems Classifications (M. Duverger, G. Sartori). Effective Number of Parties.

Seminar: Read the required literature and be ready to discuss the following questions:

- 1) What is an interest group? What is the difference between an interest group and a political party?
- 2) What are the functions of political parties and interest groups?
- 3) What are the types of interest representation, and why do they differ?
- 4) What kinds of party systems do you know?

Mandatory Readings:

- 1) Binderkrantz, A.S. (2014). Legislatures, Lobbying, and Interest Groups. In: Shane Martin, Thomas Saalfeld, and Kaare W. Strøm (Eds.) *The Oxford Handbooks of Legislative Studies*. Oxford University Press. P. 526 – 542.
- 2) Kitschelt, H. (2007). Party Systems. In: Carles Boix and Susan C. Stokes (Eds.) *The Oxford Handbook of Comparative Politics*. Oxford University Press. P. 522 – 554.

TOPIC 12. ELECTORAL SYSTEMS

Lecture Content: Electoral System. Types of Electoral Systems: Plural, Proportional and Mixed. Electoral Formula. Interaction between Electoral and Party Systems: Duverger's Law. Electoral Engineering. Gerrymandering.

Seminar: Read the assigned literature and be ready to discuss the following questions:

- 1) How can we define an electoral system in a narrow and a broad sense?
- 2) What are the main differences between plural, proportional and mixed systems?
- 3) What are the possible effects of the electoral system choice? What is the Duverger's Law?

Mandatory Readings:

- 1) Boix, C., Stokes, S., & Taagepera, R. (2009-07-02). Electoral Systems. In *The Oxford Handbook of Comparative Politics*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-28>.
- 2) Binder, S., Rhodes, R., Rockman, B., & Bowler, S. (2008-06-12). Electoral Systems. In *The Oxford Handbook of Political Institutions*. : Oxford University Press. Retrieved from <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-29>.

TOPIC 13. PUBLIC PARTICIPATION AND POLITICAL CULTURE

Lecture Content: Electoral Participation. Political Participation: Types, Functions and Factors. Civic Culture. Civil Society and Social Capital. Public Opinion.

Seminar: Read the required literature and be ready to discuss the following questions:

- 1) What forms (institutions) of political participation can you name?
- 2) What factors may drive political participation? What role do education and civic culture play?
- 3) What is the difference between electoral and non-electoral participation?

Mandatory Readings:

- 1) Boix, C., Stokes, S., & Norris, P. (2009-07-02). Political Activism: New Challenges, New Opportunities. In *The Oxford Handbook of Comparative Politics*. : Oxford University Press. Retrieved from

<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-26>.

Intended Learning Outcomes (ILO) Delivering

Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
ULO ₁ : Able to learn and demonstrate skills in the field, other than the major field	Lectures Individual participation in seminar discussions	Quizzes assessment Class activities assessment Final Exam
ULO ₅ : Work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach)	Lectures Reading for seminar discussion Individual participation in seminar discussions Essay preparation	Class activities assessment Essay evaluation
ULO ₇ : Able to work in team	Lectures Team work and assignments for mini-groups (group presentations and task solving in class) Roleplay-games	Team work evaluation Class activities assessment
PLO ₁ : 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	Lectures Essay preparation	Essay evaluation
PLO ₄ : Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field	Lectures Individual participation in seminar discussions Reading for seminar discussion Essay preparation	Class activities assessment Essay evaluation

Assessment Criteria

1) Class activities (G_{class} 20 %)

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. The four-point grading system applies, which is then converted to the ten-point grading system according to the formula:

$$G_{\text{class}} = n * (10/3) \text{ where } n \text{ is a student grade from 0 to 3.}$$

Grades	Assessment Criteria
3	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.
2	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.
1	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.
0	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.

2) Quizzes (G_{quiz} 20%)

Mini-quizzes may contain up to 5 questions to be answered in 7 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 quiz 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 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

3) Team Work (G_{team} 20%)

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured presentation (group answer), based on the required literature and covering all important aspects. Extra sources are an advantage. Shows strong evidence of preparation and broad background knowledge. All members contribute equally and each contribution builds on the previous one clearly. The logic of the presentation is clear, materials are visualized and explained in a comprehensible way. 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 presentation (group answer), using most of the required literature, most of the questions are answered correctly (with some possible mistakes occurring). 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. With some minor drawbacks, the logic of presentation is visible and clear, materials are visualized and explained. There are problems, errors and hesitation in answering follow-up questions.
«Satisfactory» (4-5)	The presentation (group answer) considers only very basic material, the required literature is not used, most of the questions are not answered or

	answered with major mistakes. The presentation is largely unstructured, with irrelevant points. Most of the work is done by one or two students and the individual contributions do not add up, there are major problems in visual and textual comprehension. Students fail to answer most of the follow up questions.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

4) Essay (G_{essay} 20%)

Important information on essay preparation is available in Annex 3. In the essay a student is to demonstrate her / his basic abilities to formulate a research puzzle related to Political Science and to select a relevant theory to approach the puzzle.

Each essay is assessed by 10-point scale using the following criteria:

- Case selection and puzzle formulation;
- Theory application and use;
- Quality of the argument;
- Academic writing and standards.

Grades	Assessment Criteria
«Excellent» (8-10)	The case for the essay is relevant and justified, explained with the help of the empirical evidence (news, documents, statistics etc.), without factual errors. The puzzle is clearly related to the case and grounded in theory, has a clear formulation in the text. The chosen theory (concept) is relevant to the case, terms are defined and operationalized correctly, grounded in the literature. The essay is coherent, the relevance and motivation to address the puzzle are justified by clear arguments (at least 2). The essay follows formal requirements and academic writing standards.
«Good» (6-7)	The case for the essay is relevant and presented with some sort of empirical evidence (news, documents, statistics), might have no more than 2 minor factual errors. The theory chosen is applied correctly in general, although there might be some minor mistakes (up to 3) in definitions and operationalization, or the use of literature is not substantial. The essay is generally coherent and provides arguments proving the significance of the puzzle (at least 1). The essay follows formal requirements and academic writing standards with some minor mistakes (up to 2).
«Satisfactory» (4-5)	The essay generally follows the requirements and formally has all necessary elements: puzzle explanation, theory application, with the use

	of basic empirical sources and literature. However it has a number of mistakes either in presentation of cases and puzzle explanation (more than 2), or more than 3 errors in theory application, or does not have enough supporting arguments. The paper is written beyond standards of academic writing (more than 2 mistakes).
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

5) Final Exam (G_{exam} 20%) – the final exam is organized during the session period and is conducted in a test form, including open questions. The final test covers the materials from lectures and mandatory readings of all the course content, contains:

- **part A** with 10 multiple choice questions 1 point each, 10 points in total
- **part B** with 5 questions of other types (fill in the gaps, ordering, matching), the total number of points is 10.
- **part C** with 1 open question (10 points)

The total number of points is 30. The grade is calculated as number of points obtained for correct answers divided by the total points possible to obtain, multiplied by 10, and then rounded arithmetically.

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

Recommendations for Students

Quizzes and Final Exam (Test)

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 quiz questions:

Q1. Which of the mentioned scholars especially emphasized that the planned economy could be a reason for totalitarianism:

- a) Z. Brzezinski;*
- b) F. von Hayek;*
- c) H. Arendt;*
- d) J. Linz*

Q2. Write down the six criteria of poliarchy developed by Robert Dahl:

Q3. Fill in the gaps:

- (1) Polity - _____*
- (2) Aristocracy - _____*
- (3) _____ - Tyranny*

Samples of final test questions:

Part A

The founder of the Chicago School in PS was:

- a) Harold Lasswell*
- b) Paul Lazarsfeld*

- c) *Charles Merriam*
- d) *John Roskin*

The idea of general welfare for citizens is mostly developed in:

- a) *Nationalism*
- b) *Social Democracy*
- c) *Conservatism*
- d) *Liberalism*

Part B

Political regimes that combine _____ (1) and democratic traits are sometimes called _____ (2) _____

Match the versions of New Institutionalism to the concepts they are usually associated with

A) Rational Choice	1) Appropriateness	a) Values
B) Historical	2) Path dependence	b) Equilibrium
C) Sociological	3) Calculation	c) Critical junctures

Part C

What is competitive authoritarianism, how it is different from electoral democracy and electoral authoritarianism. Name four arenas of contestation in competitive authoritarianism and describe the interaction of incumbents and opposition in all of them.

Essay

The essay is a written task that aims at assessing basic abilities of the students to formulate research puzzles in Political Science and apply theories to solve the puzzles.

The assignment is recommended to be done in the following steps:

1) Case selection: choose a current political event that seems interesting or puzzling to you. You may use the media sources to find suitable news. Is there something in this case that might need scientific research? For instance, there might be unusual results of elections, elite conflict, reform (policy), a new phenomenon of political life etc. Describe the event briefly, using various sources of information (e.g. different media outlets).

2) Motivation: formulate the research puzzle derived from the selected case. What question may be asked (e.g. why..., how...)? Give at least 2 arguments that support the relevance of studying

this phenomenon (e.g. there are competing theories in explanation, or there is a social or policy-related topicality).

3) Theory: think of a theory or theories that may help in addressing the puzzle. For instance, can different theories of party systems formation explain the emergence or victory of a certain party? Prove your choice and operationalize the selected case in terms of theories.

The suggested structure of the essay is the following:

- Brief introduction of an event;
- Brief introduction of the theory, explanation why you have selected this theory / concept;
- Operationalization: matching the empirical objects to the concepts;
- Interpretation of the event in terms of the theory;
- Conclusion: advantages and limitations of the chosen theory in explaining / describing the event.

The general requirements and evaluation criteria of the essay are:

- Length: 10-15 thousand characters (including spaces);
- The essay should be based on academic literature (no fewer than 4 items) and supported by examples from the news reports and other empirical evidence;
- The essay should contain coherent argument, with introduction and conclusion, showing critical assessment of a theory in its application to an empirical case;
- The essay should meet the criteria of an academic text in terms of style, as well as citing and referencing. Students are free to choose any reference style, but the chosen style should be observed throughout the whole essay (The guide for making references is available in LMS).
- The paper must not contain any signs of plagiarism (<https://www.hse.ru/en/studyspravka/plagiat>).

Group Presentations

Group presentations aim at assessing the abilities of the student to understand the current scientific discourse on major problems and trends in politics, to participate in discussion on basic issues of political development, as well as to train students' capacities in project work, planning and teamwork.

The general recommendations for successful presentation are the following:

- While lecturers create online spreadsheets to help you easily choose a group, you may use different means to facilitate group work online and offline. It is highly advised to mix compositions of presentation teams overtime to collaborate with more students during the course;
- Do not forget to focus on specific objective of the presentation (questions and assignments for each are given in the syllabus). The presentation must follow the required objective, although you are free to be creative in structuring and presenting information;
- It is highly recommended all members of the team read the required literature the presentation should be based on. Presentation can be based on extra materials (provided they are relevant and trustworthy), but contain mandatory literature as well;
- It is important to have several scheduled meetings (online or offline) to set the tasks of each participant, develop the structure of the presentation, divide responsibilities. The

group should observe equality in contribution of each member. The teamwork should be explicit, the logic of presentation should be smooth and coherent;

- The content of the presentation should be adapted for better audial and visual comprehension for the audience. It is recommended to make up slides with key ideas, using readable font and size, as well as other means of visualization (schemes, tables, graphs, images with open licenses etc.);
- Try to avoid reading while presentation, try to maintain eye-contact and draw attention of the audience.

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.