



CIEE Paris, France

Course title:	Comparative Politics Theory, Methodology, and Practice
Course code:	(GI) POLI 3005 PAFR
Programs offering course:	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris Open Campus Block
Open Campus Track:	International Relations and Political Science
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Spring Block I 2023

Course Description

This course introduces students to the methodology and major concepts and theories in the Political Science field of comparative politics. Students learn how to analyze and assess similarities and differences among political systems. Students study and compare the domestic politics, political institutions and conflicts of various countries and through time within single countries. Students learn how to identify and explain political similarities and differences among countries, in the process gaining a critical perspective on politics in the U.S.

Learning Objectives

By completing this course, students will:

- Introduce students to the uses, major concepts, reference texts and authors of an important sub-field of the discipline of Political Science.
- Evaluate the significant differences between the political systems of the countries analyzed and be able to explain how these differences translate into a specific landscape of political parties and characteristic patterns of governance.
- Compare U.S. political institutions, values and practices with those of other countries.
- Use constructs from the field of Comparative Politics to identify common criteria for evaluating political institutions and governance
- Practice critical thinking skills by developing and applying concepts from Comparative Politics to identify the strengths and weaknesses of different political systems while analyzing their similarities and differences.

Course Prerequisites

Students should have completed at least one 2000-level course in Political Science or International Relations.

Methods of Instruction

This course is taught through short lectures supported by PowerPoint presentations, discussion of the assigned readings, and partner and group work. Active student participation is crucial for the success of the course, including careful preparation of the readings and other assigned homework. There will be three field trips or site visits during the course, adding new perspectives and opportunities for students to engage with the course topics in a non-theoretical context.

Assessment and Final Grade

1.	Homework Assignments	20%
2.	Take-home Exam	10%
3.	Presentation	10%
4.	Mid-term Poster Project	20%
5.	Final Paper	20%

6.	Participation	20%
	TOTAL	100%

Course Requirements

Homework Assignments

Students write two short papers based on readings and information from out of class activities. 750 words for each assignment.

Take-home Exam

The midterm will be a take-home, open-book exam consisting of "prompts", or questions that require synthesizing information and topics developed in the course. "Take home" means students will complete the exam outside of class, but without the help of any other person except the readings and notes (= "open book"). There will be 5 prompts, comprising of 150 words in response per prompt.

Presentation

Students will choose a topic by the end of Week 3 for which they will prepare a short oral presentation of about 10 minutes.

Mid-term Poster Project

Using technology akin to Canva, students will create a poster for academic conference presentation, outlining the key differences and impact of the US political system in comparison with the host country political system. Students are expected to demonstrate extensive knowledge of both systems in the poster.

Final Paper

Students will choose individually a topic from the material covered thus far and elaborate (2000 words) a comparative politics research project. Final essay topics must be confirmed with the instructor by end of week 4 via Canvas email.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.0 Why Do We Compare?

This opening lecture will present briefly the history of Comparative Politics around the world and introduce its macro dimensions that will be approached in this course: regimes, actors, institutions and policies. Students will discuss ad hoc some controversies in Comparative Politics, such as "Democracy with Adjectives" or "The End of the Transition Paradigm".

Week 2

Class: 2.0 How to Build a Case

This class will outline the major differences between qualitative and quantitative methods, in particular their scope: (theory building, theory testing; small-N and large-N studies). Students will discuss how to build up a solid case based on profound operationalization. Beyond theoretic discussion, class will consist in a brainstorming about different approaches to the same subject: How to build a case? Although the actual topic can vary, electoral participation is recommended.

Reading:

George, Alexander L. & Bennett, Andrew (2005). Case Studies and Theory Development in the Social Sciences, MIT Press, Cambridge. CHAPTERS 3-6 (67-124)

Class: 3.0 State-Building and State-Failure

This session discusses the importance of the state as the principal government unit in comparative politics, recaps some historical aspects of the emergence of the nation-state and introduces different theories about state-failure.

Readings:

ROTBURG, Robert I. The new nature of nation|state failure. Washington quarterly, v. 25, n. 3, p. 83-96, 2002.

FUKUYAMA, Francis (2004). The imperative of state-building. Journal of democracy, v. 15, n. 2, p. 17-31. <http://econfaculty.gmu.edu/pboettke/workshop/fall04/fukuyama.pdf>

First Homework Due

Class: 4.0 Democracy

This first session about regimes discusses the major contributions to democratic theory from polyarchy to contemporary liberal democracy and its challenges.

Reading:

LINZ, Juan J.; STEPAN, Alfred C. Toward consolidated democracies. Journal of democracy, v. 7, n. 2, p. 14-33, 1996. <http://adpm.pbworks.com/f/Democratic+Consolidation-Linz+and+Stepan-1996.pdf>

Week 3

Class: 5.0 Authoritarianism and Transition Process

This class outlines the different degrees of non-democratic regimes and introduces the grand theories of transition processes, in particular the third wave of democratization.

Readings:

SHIN, Doh Chull. On the third wave of democratization: A synthesis and evaluation of recent theory and research. *World politics*, v. 47, n. 1, p. 135-170, 1994.

http://fbemoodle.emu.edu.tr/pluginfile.php/40457/mod_resource/content/1/Shin.pdf

SCHEDLER, Andreas (2009): Electoral Authoritarianism, in: *The SAGE Handbook of Comparative Politics*, p. 381-393.

Class: Measuring and Sub-categorizing Democracy
6.0

This class pays tribute to importance of democratic studies in CP and introduces and discusses the major appro

Readings:

COLLIER, David; LEVITSKY, Steven. Democracy with adjectives: Conceptual innovation in comparative research
<https://pdfs.semanticscholar.org/b845/51f3d5792eb01a8ca6ce6cec6ca42c0950cc.pdf>

COPPEDGE, Michael et al. Conceptualizing and measuring democracy: A new approach. *Perspectives on Politics*,
https://www.researchgate.net/profile/David_Altman2/publication/232026394_Conceptualizing_and_Measuring_Democracy-A-New-Approach.pdf

Take-home Exam

Week 4

Class: 7.0 Executives

This class presents the principal characteristics of parliamentary and presidential systems. Students will be acquainted with the mechanisms that elect and withdraw governments and discuss how the different institutional solutions meet democratic exigencies.

Readings:

Cheibub, José. 2007. *Presidentialism, Parliamentarism, and Democracy*. New York: Cambridge University Press: Introduction and Chapter 2

Midterm Paper Due

Class: 8.0 Legislatures

This class covers the different institutional solutions for the legislative power, such as the number of chambers, the elections and status of the legislators. Additionally, students will learn how the different internal protocols are a main interest of CP.

Readings:

OLSON, David. *Democratic Legislative Institutions. A Comparative View*, ME Sharp. Inc., New York, 1994. Chapters 1+2+3

Site Visit TBD

Class: 9.0 Electoral Systems

Electoral systems are the core fragment of political regimes. Students will learn how to assess an electoral system from a comparative perspective.

Readings:

Gallagher, M., & P. Mitchell. (2005). Introduction to electoral systems, in: ebenda. *The politics of electoral systems*, 3-23.

SHUGART, Matthew S. (2005): Comparative electoral systems research: the maturation of a field and new challenges ahead, in: Gallagher, M. & P. Mitchell: *The politics of electoral systems*, p. 25-56.

Week 5

Class: 10.0 Parties and Party Systems

This class will discuss the main cleavages that have shaped party systems throughout the 20th century and question in how far those cleavages are still accurate or if they have been replaced.

Readings:

MAIR, Peter. Party system change: approaches and interpretations. Oxford University Press, 1997. Chapters 2+3

Second Homework Due

Class: Citizenship and Political Engagement
11.0

This class covers the non-state actors sphere by acknowledging the role of political activism and political engagement. We will learn about the different historical phases of social movements and evaluate the alternative methods of political action.

Readings:

NORRIS, Pippa. Democratic phoenix: Reinventing political activism. Cambridge University Press, 2002.
https://www.researchgate.net/profile/Pippa_Norris/publication/245862430_Democratic_Phoenix_Reinventing_Political_Activism/links/5441110c0cf2700001911111/Democratic-Phoenix-Reinventing-Political-Activism.pdf

MCADAM, Doug; TARROW, Sidney; TILLY, Charles. Dynamics of contention. Social Movement Studies, v. 2, n. 1

Out of class activity: visit with a local NGO

Week 6

Class: The Policy Cycle
12.0

In this session students will discuss the principal theories about the "policy cycle". They will apply it ad-hoc to popular policy fields covered by CP.

Readings:

JANN, Werner; WEGRICH, Kai. Theories of the policy cycle. Handbook of public policy analysis: Theory, politics and practice. Cambridge University Press, 2009.
https://s3.amazonaws.com/academia.edu.documents/45921238/PUBLIC_POLICY_Public_Administration_and_Public_Policy_Analysis.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1511359488&Signature=8oAtIFTkIBUoz5I%2BEBqcfI36wsI%2B%20filename%3DPUBLIC_POLICY_Public_Administration_and_Public_Policy_Analysis.pdf#page=70

Class: 13.0 Closing Session/Wrap-Up

The closing session wraps up the topics covered throughout class and discusses some important topics of Comparative Politics that have been left out. Students will have the chance to evaluate their learning curve and clarify the most urgent doubts.

Class should take place in an open space as third out-of-class activity: Space to be chosen closer to the activity for climate and security issues.

Course Materials

Readings

Auyero, Javier. Routine Politics and Violence in Argentina. The Gray Zone of The State Power. Cambridge: Cambridge University Press, 2007.

Blake, Charles. Politics in Latin America. Belmont: Wadsworth, 2008.

BOND, Jon R. and FLEISHER, Richard. (1990), The President in the Legislative Arena. Chicago, The University of Chicago Press.

CAIN, Bruce, FERREJOHN, John and FIORINA, Morris. (1987), The Personal Vote: Constituency Service and Electoral Independence. Cambridge, Harvard University Press.

CHHIBBER, Pradeep K. Democracy without associations: transformation of the party system and social cleavages

in India. University of Michigan Press, 2001.

Cox, Gary. 1997. Making Votes Count. Cambridge: Cambridge University Press.

Cox, Gary & Mathew D. MCCUBBINS (1993). Legislative Leviathan: Party Government in the House. Berkeley, University of California Press.

Dryzek, John S. Foundations and Frontiers of Deliberative Governance. Oxford: Oxford University Press, 2010.

Elster, Jon, ed. Deliberative Democracy. Cambridge: Cambridge University Press, 1998.

FERREE, Myra Marx et al. Rethinking social movements: Structure, meaning, and emotion. Rowman & Littlefield Publishers, 2003

FUKUYAMA, Francis. State building: Governance and world order in the 21st century. Profile Books, 2017.

Fukuyama, Francis. Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy. New York: Farrar Straus and Giroux, 2014.

GEDDES, Barbara. (1994), Politicians Dilemma: Building State Capacity in Latin America. Berkeley, University of California Press.

Hedges, Jill. Argentina: A Modern History. New York: I. B. Tauris, 2011.

Heywood, Andrew. Politics. 4th ed. Basingstoke: Palgrave Macmillan, 2013.

Katz, Richard S. 1997. Democracy and Elections. New York: Oxford University Press.

Knight, Alan. Democratic and Revolutionary Tradition in Latin America. Bulletin of Latin American Research, Vol. 20, No 2 (Apr. 2001), pp. 147 – 186.

Lijphart, Arend. 1994. Electoral Systems and Party Systems: A Study of Twenty-Seven Democracies, 1945-1990. Oxford: Oxford University Press

LINZ, Juan J.; STEPAN, Alfred. Problems of democratic transition and consolidation: Southern Europe, South America, and post-communist Europe. JHU Press, 1996.

MAINWARING, Scott. (1991), "Politicians, Parties, and Electoral Systems: Brazil in Comparative Perspective". Comparative Politics, vol. 24, pp. 21-43.

MCADAM, Doug; MCCARTHY, John D.; ZALD, Mayer N. (Ed.). Comparative perspectives on social movements: Political opportunities, mobilizing structures, and cultural framings. Cambridge University Press, 1996.

NORRIS, Pippa. Electoral engineering: Voting rules and political behavior. Cambridge university press, 2004.

O'DONNELL, Guillermo; SCHMITTER, Philippe C. Transitions from authoritarian rule: Tentative conclusions about uncertain democracies. JHU Press, 2013.

Reid, Michael. Brazil: The Troubled Rise of a Global Power. Boston: Yale University Press, 2014.

Rueschemeyer, D. (2003). Can one or a few cases yield theoretical gains?, in: Mahoney, J. and Rueschemeyer, D. (eds.): Comparative historical analysis in the social sciences, Cambridge, 305-336.

Santos, Silva, Patricio. Doing Politics in a Depoliticized Society: Social Change and Political Desactivation in Chile. Bulletin of Latin American Research, Vol. 223, No 1 (Jan. 2004), pp. 63 – 78.

Online Resources

<https://www.v-dem.net/en/>

<https://www.idea.int/>

<https://www.vanderbilt.edu/lapop/>

<https://www.bti-project.org/en/home/>