



## **CIEE Global Institute - Paris**

<b>Course name:</b>	Comparative Politics Theory, Methodology and Practice
<b>Course number:</b>	(GI) POLI 3005 PAFR
<b>Programs offering course:</b>	Paris Open Campus
<b>Open Campus track:</b>	International Relations and Political Science
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2020

### **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:

- Examine and analyze the major concepts, reference texts and authors of an important sub-field of the discipline of Political Science.
- Compare and contrast 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.
- Apply constructs from the field of Comparative Politics to identify common criteria for evaluating political institutions and governance
- Apply critical thinking skills by creating 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

The final grade will be made up of the following components:

<b>Participation</b>	20%
<b>Homework assignments</b>	20%
<b>Presentation</b>	10%
<b>Take-home exam</b>	10%
<b>Mid-Term paper</b>	20%
<b>Take-home final</b>	20%

### Course Requirements

**Important: all course assignments must be turned in on time. Any late submissions, or assignments not delivered on the due date (such as presentations) will receive a grade of 0%.**

#### **Homework Assignments**

Students write two short papers based on readings and information from out of class activities. Between 500 and 750 words 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”). Most answers to prompts will vary between 75 and 250 words, depending on the complexity of the question and answer. There will be between 3 and 5 prompts.

#### **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 paper**

Students will choose individually a topic from the material covered thus far and elaborate (1,500-2,000 words) a comparative politics research project.

#### **Take home final**



Students will elaborate a short essay (500 to 700 words) on an individually chosen topic.

### **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.

### **Course Attendance and Punctuality**

Regular class attendance is required throughout the program, and all unexcused absences\* may result in a *lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning and the final course grade will be lowered by 3 percentage points.

\*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event\*, as well as to Internship, Service Learning, or required field placement.*

\*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Possible reduction of the weekly participation grade
10 – 20%	2	Written warning; reduction of the final grade by 3%
More than 20%	3	Automatic course failure, and possible expulsion

### Weekly Schedule

#### **Week 1      Orientation Week**

##### ***Class 1:1 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      Methods**

##### ***Class 2.1 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*

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

##### ***Class 2.2 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*

1. ROTBERG, Robert I. The new nature of nation-state failure. *Washington quarterly*, v. 25, n. 3, p. 83-96, 2002.
2. 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 2.3 Democracy***

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

#### *Reading*

1. 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      Regimes**

#### ***Class 3.1      Authoritarianism and Transition processes***

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*

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

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

#### ***Class 3.2      Measuring and sub-categorizing democracy***

This class pays tribute to importance of democratic studies in CP and introduces and discusses the major approaches and tools to measuring or categorizing democracies.



### *Readings*

1. COLLIER, David; LEVITSKY, Steven. Democracy with adjectives: Conceptual innovation in comparative research. *World politics*, v. 49, n. 3, p. 430-451, 1997.  
<https://pdfs.semanticscholar.org/b845/51f3d5792eb01a8ca6ce6cec6ca42c0950cc.pdf>
2. COPPEDGE, Michael et al. Conceptualizing and measuring democracy: A new approach. *Perspectives on Politics*, v. 9, n. 2, p. 247-267, 2011.  
[https://www.researchgate.net/profile/David\\_Altman2/publication/232026394\\_Conceptualizing\\_and\\_Measuring\\_Democracy\\_A\\_New\\_Approach/links/0046351dc942b01fdb000000/Conceptualizing-and-Measuring-Democracy-A-New-Approach.pdf](https://www.researchgate.net/profile/David_Altman2/publication/232026394_Conceptualizing_and_Measuring_Democracy_A_New_Approach/links/0046351dc942b01fdb000000/Conceptualizing-and-Measuring-Democracy-A-New-Approach.pdf)

### **Take-home exam.**

## **Week 4 Institutions**

### ***Class 4.1 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.

### *Reading*

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

### **Mid-term paper due.**

### ***Class 4.2 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.

### *Reading*

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

Visit to the Assemblée nationale.

### ***Class 4.3 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*

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

### ***Class 5.1 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*

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

Visit to the headquarters of the French Communist Party, Paris 75019. Métro Colonel Fabien, line 2.

### **Second home-work due.**

### ***Class 5.2 Citizenship and political engagement***

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

### *Readings*

1. 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/569153d408aee91f69a50816.pdf](https://www.researchgate.net/profile/Pippa_Norris/publication/245862430_Democratic_Phoenix_Reinventing_Political_Activism/links/569153d408aee91f69a50816.pdf)
2. MCADAM, Doug; TARROW, Sidney; TILLY, Charles. Dynamics of contention. *Social Movement Studies*, v. 2, n. 1, p. 99-102, 2003.

Out of class activity: encounter with Venez sur les marches, a Paris community outreach group that teaches refugees French on the steps of the Place de la Bataille de Stalingrad. Paris 19ème.



## Week 6      Policies

### ***Class 6.1 The policy cycle***

In this session students will discuss the principal theories about the “policy cycle”. They will apply it ad-hoc to a random policy case. Students will learn about the most popular policy fields covered by CP.

#### *Reading*

1. JANN, Werner; WEGRICH, Kai. Theories of the policy cycle. Handbook of public policy analysis: Theory, politics and methods, p. 43-62, 2007.  
[https://s3.amazonaws.com/academia.edu.documents/45921238/PUBLIC\\_POLICY\\_Public\\_Administration\\_and\\_public\\_policy\\_125\\_Handbook\\_of\\_Public\\_Policy\\_Analysis\\_Th.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1511359488&Signature=8oAtIFtkIBUoz5l%2BEBqcf136wsl%3D&response-content-disposition=inline%3B%20filename%3DPUBLIC\\_POLICY\\_Public\\_Administration\\_and.pdf#page=70](https://s3.amazonaws.com/academia.edu.documents/45921238/PUBLIC_POLICY_Public_Administration_and_public_policy_125_Handbook_of_Public_Policy_Analysis_Th.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1511359488&Signature=8oAtIFtkIBUoz5l%2BEBqcf136wsl%3D&response-content-disposition=inline%3B%20filename%3DPUBLIC_POLICY_Public_Administration_and.pdf#page=70)

### ***Class 6.2 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.

### **Course Materials**

#### ***Readings***

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.

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*. 4<sup>th</sup> 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.

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/>

### **Academic Integrity**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to the *fundamental tenet that one should not present the work of another person as one's own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of*



*another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).*

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another’s work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student’s permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student’s home institution of the infraction and subsequent penalty.