

Course Description:

This course will introduce students to the field of Comparative Politics, covering theoretical approaches, research design and methodology, and empirical cases that examine the different political systems and institutions that are in place in countries around the world. Analyzing a number of country case studies - including, but not limited to, China, France, Germany, Russia, the UK and the US - will enable us to consider how constitutional, institutional, political and cultural factors produce political outcomes in different societies. In particular, we will focus on one of the main topics to dominate the Comparative Politics subfield: democracy. We will consider the conceptual and methodological challenges faced when undertaking comparative political research, and look at how comparative measures are developed and applied.

OATS Learning Outcome:

Cultural, contextual and ethical awareness. Students will become more aware of the diversity of cultural and ethical systems in the world. Includes the ability to identify, critically analyze, and apply distinguishing traits/perspectives/ formulations/ institutions in comparative or international empirical cases or issue areas. May include ability to communicate in a foreign language.

Course-specific learning outcomes

By the end of this course, students will be able to:

- *demonstrate understanding of Comparative Politics as a scholarly field and familiarity with key empirical and normative arguments/debates.*
- *demonstrate their familiarity with the comparative method and be able to identify under what circumstances comparison is - and is not - applicable for the purposes of analysis.*
- *apply comparative methods to investigate political phenomena.*
- *demonstrate an ability to think about regional and international politics in a comparative fashion.*
- *demonstrate through class discussion the ability to orally frame and express arguments, interact with other students, and respond appropriately to arguments advanced by their peers.*
- *compare and contrast different political cultures across the case study countries explored.*

Course Required Text:

Caramani, D (2014) *Comparative Politics*, 3rd Edition, Oxford: Oxford University Press

Each class will have at least one **required** reading, which you must read before coming to class. For most classes, I have assigned suggested readings. These will give you greater insight into the issues being discussed, or provide examples of applied comparative approaches to specific research questions. While it is not mandatory to read all of these, you will find that choosing to do so will enhance your knowledge and understanding, create more opportunities to engage in class, and be better prepared for the assessments, specifically the quizzes and the exam. As such, I strongly encourage you to read as many of these as possible throughout the semester.

We will also make extensive use of resources other than the required course text. You will sometimes see some items marked as online (denoted by 'online') which means that they have been uploaded to t-square or the group Facebook page. Where you see 'library', this refers to an ebook available through the library website. For journal articles, assume that unless otherwise stated these are available electronically via the library website and you should access them yourself.

To access electronic journal articles through the library website:

- click on ‘eJournals’ on the left-hand side of the library homepage (under ‘research tools’);
- type the name of the journal in the search box;
- select the database option that includes the appropriate issue of the journal;
- browse the journal to the appropriate volume and issue.
- You can usually just find an article or journal via the main library webpage’s search box.

List of Graded Assignments:

Assignment	Share of total (%)	Assessment Deadline
Final Exam	30	May 2 nd
Quizzes (x2)	30 (15% each)	Feb 2 nd / Mar 5 th
Group film project	20	Apr 18 th -20 th
Individual film report	10	Apr 23 rd
Attendance / participation	10	Ongoing

Class Participation

Attendance at class is mandatory, and full participation in our group discussions is expected and assessed. Participation will be assessed in terms of frequency and quality (knowledge, and understanding of reading materials, contributions which are focused on the issue at hand and move our discussion forward).

Quizzes

There will be two quizzes used to assess your knowledge and understanding of key concepts related to the field of comparative politics. These will take the form of 20 multiple choice questions (1 point per question) and 2 short-answer questions (10 points per question). Please see the course overview below for the specific dates. The first quiz covers the *Theoretical and Methodological Approaches in Comparative Politics* section, while the second covers the *Constitutions, Structures and Institutions* section.

Group Film Project

You will be assigned to small groups (no more than 5 members per group) to create a short (minimum 5, maximum 10) film addressing a topic of your choice which you have either directly studied on this course or is clearly within the field of Comparative Politics/employs a comparative perspective. The films created by will be presented at the end of term, with question and answer sessions following the screening.

The film’s content should be aimed at a non-expert audience, with the specific intent of raising awareness of your chosen issue, educating the audience through audio commentary and supported by evidence where appropriate. The intention is for you to consider how to harness your academic knowledge and apply this in a way that allows you to communicate with, and educate in an engaging manner, the wider public.

The films will be graded, with each student in the group receiving the same score, thus the team effort is rewarded. The grading rubric focuses on the relevance of the topic chosen (must address a clearly-identified question or problem in the contemporary politics of at least one country), the clarity of the message/argument advanced, originality of the film’s conceptualization, and production quality. In terms of the structure/presentation of the film, you may use any approach you like (e.g. interviews, data visualization,

dramatization, or integrating archived footage) - so long as you conform to copyright and intellectual property laws, as well as ensure informed consent of any and all participants outside the group undertaking the task.

Given the widespread diffusion of mobile phone devices with the ability to record video and audio in high definition, it is envisaged that the group will have the necessary technology already at their disposal. Use of dedicated recording technology is permitted, but not required. Basic video editing software is freely available online and packaged with major operating systems. The library's multimedia studio has other software packages, such as Final Cut Pro, and offers training classes and one-to-one support. Therefore there are no foreseen technical barriers to completion of the project. If you have any concerns, contact me by email or come see me during office hours.

Individual Film Project Report

Part of the overall grade for the film project will also be based on a short individual report on the project. The paper should be, at maximum, 750 words. The idea here is to write about your role in the group, demonstrating your specific contributions to the conceptualization, research, filming, and editing processes of the project. The paper should be honest, in terms of identifying strengths/weaknesses of yourself and the group, and reflecting on what went well and what could have gone better, and what you might do differently if you were to start over. As a piece of advice: write notes during and immediately after the in-class preparation sessions and your 'out-class' group meetings. These notes will help you easily and accurately recall the process and what the group decided and subsequently acted upon.

You should also include a specific discussion of how the project explicitly fulfilled the criteria of having a comparative angle, and justify the selection of case(s) for comparison, and (where relevant) why other prospective cases were rejected from inclusion in the project. You will need to submit one paper copy in class, and upload one digital copy to t-square.

Late assignments will NOT be accepted, except for medical or personal emergencies upon verification.

Final Exam

The final exam will address the *Actors and Processes* and *Beyond the Nation-State: The European Union* sections of the course. The exam paper will be split into two sets of questions corresponding to these sections. You will be required to answer **one** question from **both** sections. The questions will require essay-style analytical (as opposed to descriptive) answers, and we will discuss how to write effective exam answers towards the end of the course. The exam will be administered in the regular assigned classroom.

The date for this course's exam is **Wednesday, May 2nd**. The scheduled timeslot is 11:30am-2:20pm. However, as the exam will only cover the final two sections of the course, it will only require two hours to complete: thus the exam will take place between **11.30am-1.30pm**. This will be sufficient time to write complete answers to the set questions. *You should arrive by 11.20am at the latest.*

Please read <https://registrar.gatech.edu/info/final-exam-schedule-spring-2018>

Extra-credit assignments (50 points for a serious effort)

Write a reflective summary (no more than 500 words) of a guest lecture. I will notify you of eligible lectures for extra-credit assignments that are arranged by the Nunn School, Ivan Allen College or Georgia Tech.

To count summaries must be submitted (by email) within one week of the event.

No more than two may be submitted.

Additional extra-credit (25 points each)

Attend approved INTA, IAC, GT events (approved events will be notified in class and online)

Grades

This course uses a 20-point scale to determine grade bracket. For the film exercise and the final exam, you will be awarded an alphanumerical grade (e.g., A 18, B 16, etc.). For the quizzes, a percentage of available points will be calculated. The alphanumerical grade is then determined by rounding the percentage to the nearest five (e.g. 82% becomes 80%, 87% becomes 90%) and then dividing by five. So a score of 73% corresponds to a B3/15, as 73 rounds to 75, $75/5=15$. As with all other courses, the overall course grade is awarded as A, B, C, etc. only.

Grade	Points	Descriptors
A	20 19 18	Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.
B	17 16 15	Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.
C	14 13 12	Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems.
D	11 10 9	Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.
F	<8	Did not demonstrate familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.

Grade Change Policy

Simple computational or clerical errors should be brought to my attention immediately. Legitimate requests for grade changes are welcome and encouraged. You should, however, resist the temptation to file a frivolous request just hoping to “get lucky”. Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence. Note also that grade changes requests can result in re-grades either up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, then the lower grade may be assigned.

Attendance Policy

Attendance is required. For every three unexcused absences the student’s class participation grade will be lowered one full letter grade.

- Absences for medical or personal emergencies will be excused upon verification by the instructor. Absences for school athletics will be excused only if they are in accordance with the schedules approved and circulated by the Student Academic & Financial Affairs Committee for Travel or the Associate Athletic Director (Academic Services). Absences due to military service will be handled on a case-by-case basis and subject to verification.
- In order to get the most out of the course and to be able to participate effectively in class, you are expected at a minimum to read and reflect upon required readings before class. You should also read daily a quality newspaper (*Financial Times*, *New York Times*, *Wall Street Journal* or *Washington Post*) or online equivalent.

- Course participants will treat each other with respect. Constructive questioning and criticism are welcome, even encouraged. Personal attacks and insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that encourages constructive and open debate. They should **not** be phrased as insults, threats, or in a manner that shuts down discussion.
- All cell phones are to be **switched off/on silent** during class.
- Computers/tablets are only allowed with express permission or at specific times indicated.
- No food in class. (Non-alcoholic) drinks are fine.

ADAPTS

The professor will work with ADAPTS so that all students have an equal opportunity for success. For information on ADAPTS, see <http://www.adapts.gatech.edu/>

Honor Code Statement:

Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source."

If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code.

For more information see: <http://www.honor.gatech.edu/plugins/content/index.php?id=9>

Facebook

As a means of sharing resources, news articles relevant to the content of the course and course announcements we have established a course Facebook page: <https://www.facebook.com/groups/307572939754216/>

You should join this group ASAP as it will be updated ahead of t-square. Facebook will also facilitate easier interaction with your group for the film project (one of the modes of assessment on this course).

Twitter

There are a whole lot of twitter accounts that are worth following in relation to news & research on comparative politics - from time to time I'll use [#INTA3203](#) (click it) to link to relevant stories/articles, who to follow, etc. Viewing twitter feeds doesn't require an account - so don't worry if you don't have/want one.

Reading List

The detailed course outline (below) provides the readings for each class. Those labelled 'readings' are required and it will be assumed that you have read each of these ahead of the class. I have also provided optional reading suggestions should you wish to expand your reading on a particular topic - these will come in handy for the assessments. Note: the reading list is a 'living document' - i.e. I might decide to change readings over time. I will notify you of any changes in advance.

Course Overview

Wk	Class	Date	Topic	Assignment
Introduction to Comparative Politics				
1	1	1/8	Welcome & Course Overview	
	2	1/10	Why Compare?	
	3	1/12	Historical Evolution of Comparative Politics as a (Sub)Discipline	
Theoretical and Methodological Approaches in Comparative Politics				
2		1/15	No Class - Martin Luther King Day	
	4	1/17	Basics of Theory	
	5	1/19	Theories of Power	
3	6	1/22	The Three 'New' Institutionalisms	
	7	1/24	The Comparative Method	
	8	1/26	Qualitative Methods	
4	9	1/29	Quantitative Methods	
	10	1/31	Comparative Research Design	
	11	2/2	Quiz: Theoretical & Methodological Approaches	Quiz 1
5	12	2/5	Group Film Project - Planning Session 1 (Laptops/tablets allowed)	
Constitutions, Structures and Institutions				
	13	2/7	Democratic Regimes	
	14	2/9	Authoritarian Regimes	
6	15	2/12	Hybrid Regimes	
	16	2/14	Types of Constitutions	
	17	2/16	Guest Lecture: Dr Elliot Bulmer, IIDEA	
7	18	2/19	Governments and Bureaucracies	
	19	2/21	Parliamentary Versus Presidential Systems	
	20	2/23	Presidential Systems: The US and France	
8	21	2/26	Legislatures	
	22	2/28	Electoral Systems	
	23	3/2	Changing the Constitutional Order? The 2014 Scottish Independence and 2016 'Brexit' Referendums	
9	24	3/5	Quiz: Constitutions, Structures and Institutions	Quiz 2
	25	3/7	Group Film Project - Planning Session 2 (Laptops/tablets allowed)	
Actors and Processes				
	26	3/9	Political Parties	
10	27	3/12	Party Systems	
	28	3/14	Interest Groups and Social Movements	
	29	3/16	The Role of the ("Traditional") Media	
11		3/19	No class - Spring break	
		3/21	No class - Spring break	
		3/23	No class - Spring break	
12	30	3/26	Social Media, 'New' Media: Opportunities and Challenges	
	31	3/28	Political Participation	
	32	3/30	Political Culture	
Beyond The Nation-State: The European Union				
14	33	4/2	What is the European Union?	
	34	4/4	Group Film Project - Planning Session 3	

			(Laptops/tablets allowed)	
	35	4/6	Group Film Project - Planning Session 4 (Laptops/tablets allowed)	
15	36	4/9	Logics of European Integration	
	37	4/11	EU Policy-Making	
	38	4/13	Group Film Project - Planning Session 5 (Laptops/tablets allowed)	
16	39	4/16	The EU's Impact on Democracy	
	40	4/18	Film Presentations: Groups 1-3	Group Film Project
	41	4/20	Film Presentations: Groups 4-6	Group Film Project
	42	4/23	<i>Briefing: Exam Preparation</i>	Individual Film Project Report
		5/2	Final Exam: Actors and Processes / Beyond the Nation-State: The European Union	Final Exam

Detailed Course Outline

Introduction to Comparative Politics		
1	1/8	<p><i>Welcome & Course Overview</i></p> <p>This class will be used as an introductory session, including a ‘pub’ (trivia) quiz. It will also provide an administrative overview of the course, and provide you with an opportunity to ask questions about course substance, assessment, administration, etc.</p> <p><u>No reading.</u></p>
2	1/10	<p><i>Why Compare?</i></p> <p><u>Required reading</u></p> <p>Caramani, <i>Introduction</i> ^{ONLINE}</p> <p><u>Suggested reading</u></p> <p>Pepinsky, T (2016) <i>Comparative Politics and the Trump Administration</i> https://tompepinsky.com/2016/12/21/comparative-politics-and-the-trump-administration/</p>
3	1/12	<p><i>Historical Evolution of Comparative Politics as a Discipline</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch1 ^{ONLINE}</p>
Theoretical and Methodological Approaches in Comparative Politics		
4	1/17	<p><i>Basics of Theory</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch2</p> <p><u>Suggested reading</u></p> <p>Dickovick, JT & Eastwood, J (2013) <i>Comparative Politics: Integrating Theories, Methods, and Cases</i>, New York: Oxford University Press, Ch2 ^{ONLINE}</p> <p>Kohli, A, Evans, P, Katzenstein, Przeworski, A, Hoebner Rudolph, S, Scott, JC & Skocpol, T (1995) ‘The Role of Theory in Comparative Politics: A Symposium’, <i>World Politics</i>, 48:1, pp1-49</p>

5	1/19	<p><i>Theories of Power</i></p> <p><u>Required reading</u></p> <p>Goverde, H, Cerny, P & Haugaard, M (2000) <i>Power in Contemporary Politics: Theories, Practices, Globalizations</i>, London: Sage, General Introduction: Power in Contemporary Politics <small>LIBRARY</small></p> <p><u>Suggested reading</u></p> <p>Bachrach, P & Baratz, M (1962) 'Two Faces of Power', <i>The American Political Science Review</i>, 56:4, pp947-952</p> <p>Hay, C (2002) 'Divided By a Common Language: Political Theory and the Concept of Power', <i>Politics</i>, 117:1, pp45-52</p>
6	1/22	<p><i>The Three 'New' Institutionalisms</i></p> <p><u>Required reading</u></p> <p>Hall, P & Taylor, R (1996) 'Political Science and the Three New Institutionalisms', <i>Political Studies</i>, 44:5, pp936-957</p> <p><u>Suggested reading</u></p> <p>Schmidt, V (2010) 'Taking Ideas and Discourse Seriously: Explaining Change through Discursive Institutionalism as the Fourth 'New Institutionalism'', <i>European Political Science Review</i>, 2:1, pp1-25</p> <p>Schmidt V (2014) 'Institutionalism', in <i>The Encyclopedia of Political Thought</i>, Malden, MA: Wiley Blackwell <small>ONLINE</small></p>
7	1/24	<p><i>The Comparative Method</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch3</p> <p><u>Suggested reading</u></p> <p>Lijphart, A (1971) 'Comparative Politics and the Comparative Method', <i>American Political Science Review</i>, 65:3, pp682-693</p> <p>Rose, R (1991) 'Comparing Forms of Comparative Analysis', <i>Political Studies</i>, 39:3, pp446-462</p>

8	1/26	<p><i>Qualitative Methods</i></p> <p><u>Required reading</u></p> <p>McNabb, D (2010) <i>Research Methods for Political Science: Quantitative and Qualitative Approaches</i>, Second Edition, London: Routledge. Ch 16 ^{ONLINE}</p> <p><u>Suggested reading</u></p> <p>Gerard, G (2010) <i>Basic Research Methods: An Entry to Social Science Research</i>, New Dehli: SAGE Ch 15 ^{ONLINE}</p> <p>Mahoney, J (2007) ‘Qualitative Methodology and Comparative Politics’, <i>Comparative Political Studies</i>, 40:2, pp122-144</p> <p>McNabb, D (2010) <i>Research Methods for Political Science: Quantitative and Qualitative Approaches</i>, Second Edition, London: Routledge. Ch 21 ^{ONLINE}</p>
9	1/29	<p><i>Quantitative Methods</i></p> <p><u>Required reading</u></p> <p>McNabb, D (2010) <i>Research Methods for Political Science: Quantitative and Qualitative Approaches</i>, Second Edition, London: Routledge. Ch 7 ^{ONLINE}</p> <p><u>Suggested reading</u></p> <p>Bryman, A (2006) ‘Integrating Quantitative and Qualitative Research: How Is It Done?’, <i>Qualitative Research</i>, 6:1 pp97-113 ^{ONLINE}</p> <p>Gerard, G (2010) <i>Basic Research Methods: An Entry to Social Science Research</i>, New Dehli: SAGE Ch 16 ^{ONLINE}</p> <p>Landman, T (2016) ‘Rigorous Morality: Norms, Values and the Comparative Politics of Human Rights’, <i>Human Rights Quarterly</i>, 38:1, pp1-20</p>
10	1/31	<p><i>Comparative Research Design</i></p> <p><u>Required reading</u></p> <p>Landman, T (2008) <i>Issues and Methods in Comparative Politics</i>, London Routledge Ch2 ^{ONLINE}</p> <p><u>Suggested reading</u></p> <p>Geddes, B (2010) <i>Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics</i>, Michigan: Michigan University Press ^{LIBRARY} Ch3, but also any other chapter(s)</p> <p>King, G, Keohane, R & Verba, S (1994) <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i>, Princeton: Princeton University Press, Ch5 ^{LIBRARY} - all other chapters are also relevant</p>

11	2/2	<p>Quiz: Theory and Methods</p> <p>The quiz will cover the first substantive section of this course. You will be required to answer twenty multiple-choice questions and two short-answer questions.</p>
12	2/5	<p>Group Film Project - Planning Session 1</p> <p>We will go over the remit of the project and watch a couple of the completed projects from last year's course to give you an idea of what to produce.</p>
Constitutions, Structures and Institutions		
13	2/7	<p><i>Democratic Regimes</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch5</p> <p><u>Suggested reading</u></p> <p>Plattner, M (2015) 'Is Democracy in Decline?', <i>Journal of Democracy</i>, 26:1, pp5-10</p> <p>Schmitter, P & Karl, T (1991) 'What Democracy Is... and Is Not', <i>Journal of Democracy</i>, 2:3, pp75-88</p> <p>Sen, A (1999) 'Democracy as a Universal Value', <i>Journal of Democracy</i>, 10:3, pp3-17</p>
14	2/9	<p><i>Authoritarian Regimes</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch6</p> <p><u>Required listening</u></p> <p>FT World Weekly (2016) 'China's Return to Strongman Rule', 11/02/2016 https://www.ft.com/content/9f95ae59-b25a-4620-83cb-ce14e45bd1c5 [Or, to find it on iTunes - https://itunes.apple.com/gb/podcast/id377218713]</p> <p><u>Suggested reading</u></p> <p>Gandhi, J & Prezworski, A (2007) 'Authoritarian Institutions and the Survival of Autocrats', <i>Comparative Political Studies</i>, 40:1,, pp1279-1301</p> <p>Nathan, A (2015) 'China's Challenge', <i>Journal of Democracy</i>, 26:1, pp156-170</p> <p>Pei, M (2016) 'Transition in China? More Likely than You Think', <i>Journal of Democracy</i>, 27:4, pp5-19</p> <p>Wahman, M, Teorell, J & Hdenius, A (2013) 'Authoritarian Regime Types Revisited: Updated Data in Comparative Perspective', <i>Contemporary Politics</i>, 19:1, pp19-34</p>

15	2/12	<p><i>Hybrid Regimes</i></p> <p><u>Required reading</u></p> <p>Diamond, L (2002) ‘Thinking About Hybrid Regimes’, <i>Journal of Democracy</i>, 13:2, pp21-35</p> <p>Shevtsova, L & Eckert, M (2001) ‘Russia’s Hybrid Regime’, <i>Journal of Democracy</i>, 12:4, pp65-70</p> <p><u>Suggested reading</u></p> <p>Hale, H (2011) ‘The Myth of Mass Russian Support for Autocracy: The Public Opinion Foundations of a Hybrid Regime’, <i>Europe-Asia Studies</i>, 63:8, pp1357-1375</p> <p>Levitsky, S & Way, L (2002) ‘The Rise of Competitive Authoritarianism’, <i>Journal of Democracy</i>, 13:2, pp51-65</p> <p>Shevtsova, L (2015) ‘Forward to the Past in Russia’, <i>Journal of Democracy</i>, 26:2, pp22-36</p>
16	2/14	<p><i>Types of Constitutions: The US and the UK</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch9</p> <p><u>Suggested reading</u></p> <p>Birch, A (2013) <i>The British System of Government</i>, New York: Routledge, Ch2 ^{LIBRARY}</p> <p>Duignan, B (2013) <i>Governance: Power, Politics, and Participation: U.S. Constitution and Constitutional Law</i>, Chicago, US: Britannica Educational Publishing, Chs 1 & 4 ^{LIBRARY}</p> <p>Ersson, S & Lane, J (2002) <i>The New Institutional Politics: Performance and Outcomes</i>, New York: Routledge, Ch15 ^{LIBRARY}</p> <p>Heffernan, R (2005) ‘Why the Prime Minister cannot be a President: Comparing Institutional Imperatives in Britain and America’, <i>Parliamentary Affairs</i>, 58:1, pp53-70</p> <p>King, A (2009) <i>The British Constitution</i>, Oxford, Oxford University Press Ch1 ^{LIBRARY}</p> <p>McKay, D (2012) <i>American Politics and Society</i>, 8th Edition, Somerset: Wiley-Blackwell, Ch3 ^{LIBRARY}</p> <p>Newton, K & Van Deth, J (2016) <i>Foundations of Comparative Politics</i>, Cambridge: Cambridge University Press Ch4 ^{ONLINE}</p> <p>Watts, D (2012) <i>British Government and Politics: A Comparative Guide</i>, Edinburgh: Edinburgh University Press, Ch2 ^{LIBRARY}</p>

17	2/16	<p><i>Guest Lecture: Dr Elliot Bulmer, IIDEA</i></p> <p>NB: reading groups to be assigned closer to the day.</p> <p><i>Ireland:</i> Preamble to end of ‘The Government’ (pp3-24) https://www.constituteproject.org/constitution/Ireland_2015.pdf</p> <p><i>Kenya:</i> Preamble to end of Chapter 4 part 2 (pp13-33) https://www.constituteproject.org/constitution/Kenya_2010.pdf</p> <p><i>South Africa:</i> Preamble to end of Chapter 2 (pp12-30) https://www.constituteproject.org/constitution/South_Africa_2012.pdf</p> <p>Look at Table of Contents to see what else is covered in later sections. Look at ToC of the other countries’ constitutions to compare what they cover</p>
18	2/19	<p><i>Governments and Bureaucracies</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch8</p> <p><u>Suggested reading</u></p> <p>Considine, M & Lewis, J (2003) ‘Bureaucracy, Network, or Enterprise? Comparing Models of Governance in Australia, Britain, the Netherlands, and New Zealand’, <i>Public Administration Review</i>, 63:2, pp131-140</p> <p>McKay, D (2012) <i>American Politics and Society</i>, 8th Edition, Somerset: Wiley-Blackwell, Ch12 <small>LIBRARY</small></p> <p>Peters, BG & Pierre, J (1998) ‘Governance without Government? Rethinking Public Administration’, <i>Journal of Public Administration Research and Theory</i>, 8:2, pp223-243</p>
19	2/21	<p><i>Parliamentary Versus Presidential Systems</i></p> <p><u>Required reading</u></p> <p>Carey, J (2008) ‘Presidential Versus Parliamentary Government’ in Menard, C& Shirley, M (eds) <i>Handbook of New Institutional Economics</i>, Berlin: Springer <small>LIBRARY</small></p> <p><u>Suggested reading</u></p> <p>Ersson, S & Lane, J (2002) <i>The New Institutional Politics: Performance and Outcomes</i>, New York: Routledge, Ch6 <small>LIBRARY</small></p> <p>Shugart, MS (2005) ‘Semi-Presidential Systems: Dual Executive And Mixed Authority Patterns’, <i>French Politics</i>, 3:3, pp323-351</p>

20	2/23	<p><i>Comparing Presidential Systems: The US and France</i></p> <p><u>Required reading</u></p> <p>Elgie, R (2013) ‘The French Presidency’ in Cole, A, Meunier, S & Tiberj, V (eds) <i>Developments in French Politics 5</i>, Palgrave ^{ONLINE}</p> <p>McKay, D (2012) <i>American Politics and Society</i>, 8th Edition, Somerset: Wiley-Blackwell, Ch10 ^{LIBRARY}</p> <p><u>Required listening</u></p> <p>Spectator Podcast (2016) ‘Le Pen’s Victory’, <i>The Spectator</i>, http://blogs.spectator.co.uk/2016/10/spectator-podcast-le-pens-victory/</p> <p><u>Suggested reading</u></p> <p>Cole, A (2012) ‘The Fast Presidency? Nicolas Sarkozy and the Political Institutions of the Fifth Republic’, <i>Contemporary French and Francophone Studies</i>, 16:3, pp311-321 ^{ONLINE}</p> <p>Poulard, JV (1990) ‘The French Double Executive and the Experience of Cohabitation’, <i>Political Science Quarterly</i>, 105:2, pp243-267</p> <p>Singh, R (2003) <i>American Government and Politics</i>, London: Sage Chs 5 & 6 ^{LIBRARY}</p>
21	2/26	<p><i>Legislatures</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch7</p> <p><u>Suggested reading</u></p> <p>Bonvecchi, A & Simison, E (2017) ‘Legislative Institutions and Performance in Authoritarian Regimes’, <i>Comparative Politics</i>, 49:4, pp521-544</p> <p>Ersson, S & Lane, J (2002) <i>The New Institutional Politics: Performance and Outcomes</i>, New York: Routledge, Chs 7 & 10 ^{LIBRARY}</p> <p>Lazardeux, S (2009) ‘The French National Assembly’s Oversight of the Executive: Changing Role, Partisanship and Intra-Majority Conflict’, <i>West European Politics</i>, 32:2, pp287-309 ^{ONLINE}</p> <p>McKay, D (2012) <i>American Politics and Society</i>, 8th Edition, Somerset: Wiley-Blackwell, Chs 8 & 9 ^{LIBRARY}</p>

22	2/28	<p><i>Electoral Systems</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch10</p> <p>Getz, W, Baas, K, Carlson, C, Dougherty, E & Muellerklein, O (2017) ‘Is a Fairer US Electoral System Possible?’, <i>Political Insight</i>, 8:1, pp33-37</p> <p><u>Required listening</u></p> <p>Ganesh, J (2015) ‘Time to end election campaigns?’, <i>Financial Times</i> http://podcast.ft.com/2015/05/04/janan-ganesh-time-to-end-election-campaigns/</p> <p><u>Suggested reading</u></p> <p>Blais, A & Loewen, P (2009) ‘The French Electoral System and its Effects’, <i>West European Politics</i>, 32:2, pp345-359 ^{ONLINE}</p> <p>Cox, G (2008) ‘Electoral Institutions and Political Competition Coordination, Persuasion and Mobilization’ in Menard, C& Shirley, M (eds) <i>Handbook of New Institutional Economics</i>, Berlin: Springer ^{LIBRARY}</p> <p>Ersson, S & Lane, J (2002) <i>The New Institutional Politics: Performance and Outcomes</i>, New York: Routledge, Ch9 ^{LIBRARY}</p> <p>Scheiner, E (2008) ‘Does Electoral System Reform Work? Electoral System Lessons from Reforms of the 1990s’, <i>Annu. Rev. Polit. Sci.</i>, 11: 161–81</p> <p>White, S (2011) ‘Elections Russian-Style’, <i>Europe-Asia Studies</i>, 63:4, pp531-556</p>
23	3/2	<p><i>Changing Constitutional Orders? The 2014 Scottish Independence Referendum and the 2016 ‘Brexit’ Referendum</i></p> <p><u>Required reading</u></p> <p>Curtice, J (2016) ‘Brexit: Behind the Referendum’, <i>Political Insight</i>, 7:2, pp4-7</p> <p>McGarvey, N (2015) ‘The 2014 Scottish Independence Referendum and Its Aftermath’, <i>Social Alternatives</i>, 34:3, pp34-40</p> <p>Wincott, D, Peterson, J & Convery, A (2017) ‘Introduction: Studying Brexit’s Causes and Consequences’, <i>British Journal of Politics and International Relations</i>, 19:3, pp429-433</p> <p><u>Suggested reading</u></p> <p>Emerson, P (2016) ‘The Scottish Referendum’, <i>Scottish Affairs</i>, 25:2, pp209-224 ^{ONLINE}</p> <p>Freedman, L (2016) ‘Brexit and the Law of Unintended Consequences’, <i>Survival</i>, 58:3, 7-12</p> <p>Offe, C (2017) ‘Referendum vs. Institutionalized Deliberation: What Democratic Theorists Can Learn from the 2016 Brexit Decision’, <i>Daedalus</i>, 146: 3, pp14-27</p>

		Topaloff, L (2017) 'The Rise of Referendums: Elite Strategy or Populist Weapon?', <i>Journal of Democracy</i> , 28:3, 127-140
24	3/5	<p>Quiz: Constitutions, Structures and Institutions</p> <p>The quiz will cover the second substantive section of this course. You will be required to answer twenty multiple-choice questions and two short-answer questions.</p>
25	3/7	<p>Group Film Project - Planning Session 2 (Laptops/tablets allowed)</p> <p>By this session, each group is to have a clear statement on the topic of their project, including (but not only) a concise question which the film will seek to answer.</p> <p>You should also have an idea of what your case studies will be - whether that is cross-sectional or longitudinal. Although you don't need to 'report' on it, you should have an idea of how to split the research load to build up the baseline knowledge you will need.</p>
Actors and Processes		
26	3/9	<p><i>Political Parties</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch12</p> <p><u>Required listening</u></p> <p>Politics Weekly (2016) 'Corbyn's relaunch and Labour's conference', <i>The Guardian</i>, https://www.theguardian.com/politics/audio/2016/sep/28/corbys-relaunch-and-labours-conference-politics-weekly-podcast</p> <p>Run-Up, The (2016) 'A Party in Revolt', <i>The New York Times</i>, 10/28/2016. https://play.google.com/music/m/D5nxuzlvy5kljmhaxeam3whzyq?t=A_Party_in_Revolt-The_Run-Up [Or, to find it on iTunes - https://itunes.apple.com/us/podcast/the-run-up/id1142083165?mt=2&ign-mpt=uo%3D4]</p> <p><u>Suggested reading</u></p> <p>Lane, J & Ersson, S (1998) <i>Politics and Society in Western Europe</i>, 4th Edition, London: Sage, Chs 3 & 4 <small>LIBRARY</small></p> <p>McKay, D (2012) <i>American Politics and Society</i>, 8th Edition, Somerset: Wiley-Blackwell, Ch5 <small>LIBRARY</small></p>

27	3/12	<p><i>Party Systems</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch13</p> <p><u>Suggested reading</u></p> <p>Meguid, B (2015) ‘Multi-Level Elections and Party Fortunes: The Electoral Impact of Decentralization in Western Europe’, <i>Comparative Politics</i>, 47:4, pp379-398</p> <p>Bornschiefer, S & Lachat, R (2009) ‘The Evolution of the French Political Space and Party System’, <i>West European Politics</i>, 32:2, pp360-389</p> <p>Hale Williams, M (2008) ‘Kirchheimer Revisited: Party Polarisation, Party Convergence, or Party Decline in the German Party System’, <i>German Politics</i>, 17:2, pp105-123 ^{ONLINE}</p> <p>Lane, J & Ersson, S (1998) <i>Politics and Society in Western Europe</i>, 4th Edition, London: Sage, Ch5 ^{LIBRARY}</p>
28	3/14	<p><i>Interest Groups and Social Movements</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch14</p> <p><u>Suggested reading</u></p> <p>Appleton, A (1999) ‘The New Social Movement Phenomenon: Placing France in Comparative Perspective’, <i>West European Politics</i>, 22:4, pp57-75</p> <p>Klüver, H (2015) ‘Interest Groups in the German Bundestag: Exploring the Issue Linkage between Citizens and Interest Groups’, <i>German Politics</i>, 24:2, pp137-153 ^{ONLINE}</p> <p>McKay, D (2012) <i>American Politics and Society</i>, 8th Edition, Somerset: Wiley-Blackwell, Ch14 ^{LIBRARY}</p> <p>Rutzen, D (2015) ‘Civil Society Under Assault’, <i>Journal of Democracy</i>, 26:4, pp28-39</p>
29	3/16	<p><i>The Role of the (“Traditional”) Media</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch19</p> <p><u>Suggested reading</u></p> <p>Ariely, G (2015) ‘Does Commercialized Political Coverage Undermine Political Trust?: Evidence Across European Countries’, <i>Journal of Broadcasting & Electronic Media</i>, 59:3, pp438-455</p> <p>Norris, P (2006) ‘Did the media matter? Agenda-setting, persuasion and mobilization effects</p>

		<p>in the 2005 British general election’, <i>British Politics</i>, 1:2, pp195-221 ^{ONLINE}</p> <p>Walker, C & Orttung, R (2014) ‘Breaking the News: The Role of State-Run Media’, <i>Journal of Democracy</i>, 25:1, pp71-85</p>
30	3/26	<p><i>Social Media, “New” Media: Opportunities and Challenges</i></p> <p><u>Required reading</u></p> <p>Persily, N (2017) ‘The 2016 US Election: Can Democracy Survive the Internet?’, <i>Journal of Democracy</i>, 28:2, 63-76</p> <p><u>Suggested reading</u></p> <p>Breuer, A, Landman, T & Farquhar, D (2015) ‘Social Media and Protest Mobilization: Evidence from the Tunisian Revolution’, <i>Democratization</i>, 22:4, pp764-792 ^{ONLINE}</p> <p>Deibert, R (2015) ‘Cyberspace Under Siege’, <i>Journal of Democracy</i>, 26:3, pp64-78</p> <p>Earl, J (2014) ‘Something Old and Something New: A Comment on “New Media, New Civics”’, <i>Policy & Internet</i>, 6:2, pp169-175</p> <p>Lybecker, D, McBeth, M, Husmann, M & Pelikan, N (2015) ‘Do New Media Support New Policy Narratives? The Social Construction of the U.S.–Mexico Border on YouTube’, <i>Policy & Internet</i>, 7:4, pp497–525</p> <p>Zuckerman, E (2014) ‘New Media, New Civics’, <i>Policy & Internet</i>, 6:2, pp151-168</p>
31	3/28	<p><i>Political Participation</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch18</p> <p><u>Suggested reading</u></p> <p>Leighley, J (1995) ‘Attitudes, Opportunities and Incentives: A Field Essay on Political Participation’, <i>Political Research Quarterly</i>, 48:1, pp181-209</p> <p>McKay, D (2012) <i>American Politics and Society</i>, 8th Edition, Somerset: Wiley-Blackwell, Ch6 ^{LIBRARY}</p> <p>Norris, P, Walgrave, S & Van Aelst, P (2004) ‘Who demonstrates? Anti-state rebels, conventional participants, or everyone?’, <i>Comparative Politics</i>, 37:2, pp189-206</p> <p>Su, Y (2015) ‘Anti-Government Protests in Democracies: A Test of Institutional Explanations’, <i>Comparative Politics</i>, 47:2, pp149-167</p>

32	3/30	<p><i>Political Culture</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch17</p> <p><u>Suggested reading</u></p> <p>Keating, M (2008) 'Culture and Social Science' in Della Porta, D & Keating, M (eds) <i>Approaches and Methodologies in the Social Sciences</i>, Cambridge: Cambridge University Press ^{ONLINE}</p> <p>Lane, J & Ersson, S (1998) <i>Politics and Society in Western Europe</i>, 4th Edition, London: Sage, Ch2 ^{LIBRARY}</p> <p>Norris, P & Inglehart, R (2012) 'Muslim integration into Western cultures: Between origins and destinations', <i>Political Studies</i>, 60:2,, pp228-251</p>
Beyond The Nation-State: The European Union		
33	4/2	<p><i>What is the European Union?</i></p> <p><u>Required reading</u></p> <p>Caramani, Ch23</p> <p><u>Suggested reading</u></p> <p>Glencross, A (2014) <i>Politics of European Integration : Political Union or a House Divided?</i>, Somerset: Wiley-Blackwell. Ch6 ^{ONLINE}</p> <p>Mair, P & Thomassen, J (2010) 'Political Representation and Government in the European Union', <i>Journal of European Public Policy</i>, 17:1, pp20-35 ^{ONLINE}</p> <p>Moravcsik, A & Vachudova, MA (2003) 'National Interests, State Power, and EU Enlargement', <i>Perspectives</i>, 10:2, pp21–31</p>
35	4/4	<p>Group Film Project - Planning Session 3 (Laptops/tablets allowed)</p> <p>In this session (and the next), you should be in the advanced stages of the project. The time in class should be used to discuss the project in your groups and work towards completion.</p>
36	4/6	<p>Group Film Project - Planning Session 4 (Laptops/tablets allowed)</p>

37	4/9	<p><i>Logics of European Integration</i></p> <p><u>Required reading</u></p> <p>Pollack, M (2015) ‘Theorizing EU Policy-Making’ in Wallace, H, Pollack, M & Young, A (eds) <i>Policy-Making in the European Union</i>, Oxford: Oxford University Press ^{ONLINE}</p> <p><u>Suggested reading</u></p> <p>Chrysochoou, D (2001) <i>Theorizing European Integration</i>, London: Sage, Ch2 ^{LIBRARY}</p> <p>Lane, J & Ersson, S (1998) <i>Politics and Society in Western Europe</i>, 4th Edition, London: Sage, Ch8 ^{LIBRARY}</p> <p>Niemann, A & Ioannou, D (2015) ‘European Economic Integration in Times of Crisis: A Case of Neofunctionalism?’, <i>Journal of European Public Policy</i>, 22:2, pp196-218 ^{ONLINE}</p>
38	4/11	<p><i>EU Policy-Making</i></p> <p><u>Required reading</u></p> <p>Young, A (2015) ‘The European Policy Process in Comparative Perspective’ in Wallace, H, Pollack, M & Young, A (eds) <i>Policy-Making in the European Union</i>, Oxford: Oxford University Press ^{ONLINE}</p> <p><u>Suggested reading</u></p> <p>Börzel, T (2010) ‘European Governance: Negotiation and Competition in the Shadow of Hierarchy’, <i>Journal of Common Market Studies</i>, 48:2, pp191-219</p> <p>Börzel, T (2012) ‘Experimentalist Governance in the EU: The Emperor’s New Clothes?’, <i>Regulation & Governance</i>, 6:3, pp378–384</p> <p>Schimmelfenning, F (2015) ‘Liberal Intergovernmentalism and the Euro Area Crisis’, <i>Journal of European Public Policy</i>, 22:2, pp177-195 ^{ONLINE}</p>
39	4/13	<p>Group Film Project - Planning Session 5 (Laptops/tablets allowed)</p> <p>With the presentations the following week, this session should be about finalizing the film, and agreeing upon responsibilities for introducing the video, and thinking about likely questions that will be posed by the audience.</p>

40	4/16	<p><i>The EU's Impact on Democracy</i></p> <p><u>Required reading</u></p> <p>Cini, M (2011) 'European Governance and the Democratic Deficit: Where does Power Lie in the EU?', <i>Political Insight</i>, 2:1, pp13–15</p> <p>Treib, O (2014) 'The Voter Says No, But Nobody Listens: Causes and Consequences of the Eurosceptic Vote in the 2014 European Elections', <i>Journal of European Public Policy</i>, 21:10, pp1541-1554 ^{ONLINE}</p> <p><u>Suggested reading</u></p> <p>Clark, N (2014) 'Explaining Low Turnout in European Elections: The Role of Issue Salience and Institutional Perceptions in Elections to the European Parliament', <i>Journal of European Integration</i>, 36:4, pp339-356 ^{ONLINE}</p> <p>Hobolt, S & Wratil, C (2015) 'Public Opinion and the Crisis: The Dynamics of Support for the Euro', <i>Journal of European Public Policy</i>, 22:2, pp238-256 ^{ONLINE}</p> <p>Lord, C, Thomassen, J, Etzioni, A & Moravcsik, A (2008) 'Forum: Does the EU Suffer from a Democratic Deficit?', <i>Intereconomics</i>, 43:6, pp316-340 https://www.econstor.eu/bitstream/10419/42045/1/594752116.pdf</p>
40	4/18	<p><i>Film Presentations</i></p> <p><u>No reading</u></p>
41	4/20	<p><i>Film Presentations</i></p> <p><u>No reading</u></p>
42	4/21	<p><i>Briefing: Exam Preparation</i></p> <p>I will go over the format of the final exam and discuss study/preparation strategies, as well as how to write a good answer to the types of questions that will make up the exam.</p> <p><u>No reading</u></p>
	5/2	<p>Final Exam: Actors and Processes / Beyond the Nation-State: The European Union</p> <p><u>11.30am-1.30pm</u></p>