

Department	International College of Liberal Arts		
Semester	Spring 2024	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	PSCI220		
Course Title	Comparative Politics		
Prerequisites	PSCI100 Introduction to Political Science		
Course Instructor	RAJAONARISON Haja	Year Available (Grade Level)	1
Subject Area	Political Science	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>Comparative Politics is an introductory course designed to explore the diversity of political systems and practices across the world. Employing diverse theoretical frameworks and comparative research methods, students will examine the structures, institutions, processes, and outcomes of different political systems, with an emphasis on case studies. This course delves into democracies, authoritarian regimes, political institutions, governance models, and public policies. Through the analysis of how political systems influence policy outcomes, governance quality, and human well-being, students unlock a deeper understanding of the world around them. In addition, students will engage in critical discussions and debates, fostering their analytical skills and ability to articulate complex political concepts. The course also encourages students to draw connections between theoretical knowledge and real-world political events, enhancing their global awareness and perspective. This course is suited for students who are interested in understanding the complexities of global politics. It's particularly beneficial for those pursuing degrees in Political Science, International Relations, or related fields. Additionally, anyone seeking to enhance their knowledge of world politics, improve their analytical skills, and gain a broader perspective on global events would find this course valuable.</p>
Class plan based on course evaluation from previous academic year	<p>Based on the course evaluation feedback from the previous academic year, which highlighted that students enjoy review sessions and "check your knowledge" activities, a class plan incorporating these elements can significantly enhance student engagement and learning outcomes. Students were also asking to increase the word limit for the final paper, which was capped at 2000 words before. So, It would be increased between 3000 to 4000 words.</p>

Course related to the instructor's practical experience (Summary of experience)	Drawing on the instructor's expertise in policy analysis, workshops will be conducted to teach students how to critically evaluate public policies using comparative methodologies. This will include analysing policy effectiveness, governance structures, and social outcomes.
Learning Goals	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1) Understand foundational concepts: Grasp the core definitions, approaches, and values of comparative politics. Collaboratively discuss these concepts to deepen understanding. (DP1) 2) Apply comparative methods: Utilise research methods to systematically analyse political systems and draw evidence-based conclusions. Work in teams to conduct comparative studies. (DP1, DP2, DP3) 3) Analyse diverse political systems: Differentiate between types of government, their institutions, and their impact on policy and governance. Engage in group discussions to compare and contrast different political systems. (DP2, DP3) 4) Evaluate political actors and influence: Assess how state and non-state actors shape political decision-making and outcomes. Collaborate to analyse real-world case studies. (DP2, DP3) 5) Engage with global issues: Apply comparative analysis to contemporary political challenges and developments. Collaborate on projects that address these global issues. (DP2, DP4, DP3)

iCLA Diploma Policy	DP1/DP2/DP3/DP4
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/ Discussion, Debate/ Group Work/ Presentation
More details/supplemental information on Active Learning Methods	<p>Problem-Based Learning (PBL) Students will tackle real-world political issues through problem-based learning, enhancing their ability to apply theoretical knowledge to develop practical solutions in a collaborative setting.</p> <p>Discussion and Debate The syllabus includes structured discussions and debates on contemporary political phenomena, encouraging students to critically analyse, articulate, and defend their perspectives on complex issues.</p> <p>Group Work Group projects will require students to collaborate on comparative political analyses, fostering teamwork skills and collective problem-solving on assigned topics.</p> <p>Presentation Students will research and present on various comparative politics topics, enabling them to refine their public speaking and presentation skills while disseminating knowledge to peers.</p>

Use of ICT	<p>UNIPA will house all course materials, including the syllabus, readings, and lecture notes. Important announcements and reminders will be posted on UNIPA.</p> <p>JASP: Students will leverage JASP's user-friendly interface for introductory statistical analysis of political datasets.</p> <p>Python: Python's versatility will enable students to manipulate, analyse, and visualise political data using relevant libraries.</p> <p>Orange: Students will explore data mining, machine learning, and visualisation techniques through Orange's intuitive graphical interface.</p>				
Contents of class preparation and review	<p>Before Class (3 Hours/per week):</p> <p>Read Ahead: Review any assigned readings or materials beforehand.</p> <p>Recap: Quickly review notes from the last class session.</p> <p>Ensure you have all necessary materials prepared.</p> <p>After Class (2 Hours/per week):</p> <p>Review Notes: Go through your class notes and highlight key points.</p> <p>Clarify: Research any concepts you didn't understand.</p> <p>Practice: Engage in exercises relevant to the lesson.</p> <p>Prepare for Next Time: Preview upcoming topics and begin necessary preparations.</p>	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)	2 hours
Feedback Methods	<p>Assignments will be submitted through UNIPA, and you will receive feedback through the platform; your instructor may provide additional commentary or clarification via email or face to face when necessary.</p>				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Systematic Assessment	30%	Individual reaction paper based on the essential readings, quiz, problem set
Individual Presentation	20%	Presentation on class topic
Group Presentations	20%	Presentation on a specific case
Final paper	30%	3000 to 4000 words paper

Required Textbook(s)	Daniele Caramani (Editor) Comparative Politics. Fifth ed. Oxford: Oxford University Press. Available at the LAC Library.
Other Reading Materials/URL	Supplementary Articles and Book Chapters: To complement the core textbook, selected articles and book chapters from leading scholars in the field of comparative politics will be provided.
Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. At iCLA, we believe in fostering a culture of academic integrity and responsibility. Plagiarism is strictly prohibited. Any work submitted must be the student's own original work. The use of AI is permitted, but the student must ensure that the work produced is their own and that any sources used are properly cited. Ethical behavior is expected when using AI, and any unethical behavior, such as using AI to generate work for which credit is taken, will result in disciplinary action. Any instance of plagiarism or unethical behavior will result in a failing grade for the assignment and may result in further disciplinary action.

Other Additional Notes (Outline crucial policies and info not mentioned above)	<p>##Responsible Use of AI</p> <p>AI tools must be used ethically and responsibly within academic work. Students are responsible for ensuring the following: Original Effort: All submissions must prioritize the student's own understanding, insights, and analysis. AI-generated content must be carefully integrated into original work and demonstrate substantive revision and editing by the student. Proper Attribution: All sources, including those used in conjunction with AI tools, must be accurately and fully cited according to appropriate academic conventions.</p> <p>##Late Submission Policy: Late papers will incur a 5% deduction per day (including weekends and holidays). Submissions more than five days late will not be accepted and will receive a grade of zero. Exceptions may be granted only in the case of documented medical or family emergencies.</p> <p>##Lateness of ten (10) minutes or more will result in an absence for that session. Repeated Lateness: Consistently arriving late can impact your final grade. Emergencies: In the case of a genuine emergency, contact the instructor as soon as possible.</p> <p>## To maximize learning, mobile phones (smartphones), smartwatches, earbuds, headphones and other electronic devices must be turned off or silenced during class. Vibrating notifications are equally disruptive. Disruptions: Answering calls, texting, or using devices for non-class purposes is disrespectful and hinders the learning environment for everyone. Devices causing distractions may be confiscated for the remainder of the class period. This includes social media use, gaming, or other unrelated activities.</p> <p>Please consult the class policy attached to this syllabus.</p>
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(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Class 1: Introduction to the course, syllabus overview, and the significance of comparative politics.
Class 2	Week 1: Introduction to Comparative Politics Class 2 Reading Assignment: "Introduction to Comparative Politics" by Daniele Caramani, covering the definition, substance, and method of comparative politics.
Class 3	Class 3: The Relevance of Comparative Politics Practice Focus: Analysing the impact of political institutions on human well-being. Data Analysis: Use World Bank data on governance indicators to compare political institutions' effectiveness across countries.
Class 4	Week 2: Theories and Methods in Comparative Politics Class 4 Reading Assignment: "The Relevance of Comparative Politics" by Bo Rothstein, discussing the importance of comparative politics for understanding political institutions and human well-being.
Class 5	Class 5: Approaches in Comparative Politics Practice Focus: Examining different theoretical frameworks through case studies. Data Analysis: Analyse Freedom House or Polity IV data to compare democratic practices and their correlation with political theories. Topic for final paper is due
Class 6	Week 3: Political Systems and Regimes Class 6 Reading Assignment: "Approaches in Comparative Politics" by B. Guy Peters, exploring different theoretical frameworks and the use of theory in comparison.

Class 7	<p>Class 7: Political Systems and Regimes</p> <p>Practice Focus: Classifying political regimes using real-world examples.</p> <p>Data Analysis: Utilize Varieties of Democracy (V-Dem) dataset to classify countries into different political regimes based on specific indicators.</p>
Class 8	<p>Week 4: State Formation and Development</p> <p>Class 8 Reading Assignment: "Comparative Research Methods" by Paul Pennings and Hans Keman, focusing on the role of variables, case selection, and the comparative method.</p>
Class 9	<p>Class 9: State Formation and Development</p> <p>Practice Focus: Mapping state formation and development across history.</p> <p>Data Analysis: Historical datasets on state formation, such as the Correlates of War project, examining trends in state expansion and conflict.</p>
Class 10	<p>Week 5: Political Institutions: Legislatures</p> <p>Class 10 Reading Assignment: "The Nation-State" by Gianfranco Poggi, detailing the concept, development, and expansion of the state.</p>
Class 11	<p>Class 11: Political Institutions: Legislatures</p> <p>Practice Focus: Comparing legislative structures and their power.</p> <p>Data Analysis: Use Inter-Parliamentary Union (IPU) data to analyze the composition and powers of legislatures worldwide.</p>
Class 12	<p>Week 6: Systematic assessment</p> <p>No new reading assignment: focus on reviewing previous readings</p> <p>Outline of final paper is due</p>
Class 13	<p>Class 13: Political Institutions: Executives</p> <p>Practice Focus: Role-playing executive decision-making processes.</p> <p>Data Analysis: Analyse executive structures using the CIA World Factbook data, focusing on presidential vs. parliamentary systems.</p>
Class 14	<p>Week 7: Political Institutions: Executives</p> <p>Class 14 Reading Assignment: "Democracies" by Aníbal Pérez-Liñán, covering the creation, types, and future of democracies, and why some countries adopt democracy while others do not. This reading aligns with understanding different forms of governance and their implications.</p>
Class 15	<p>Class 15: Political Institutions: Judiciary</p> <p>Practice Focus: Comparative analysis of judicial independence.</p> <p>Data Analysis: Utilise the World Justice Project Rule of Law Index to compare judicial independence and the effectiveness of legal systems.</p>

Class 16	<p>Class 16: Elections and Referendums</p> <p>Topic: Exploring the structure, function, and impact of elections and referendums in different political systems.</p> <p>Reading Assignment: "Elections and Referendums" by Michael Gallagher, which provides insights into how electoral systems are designed and their implications for democratic practices.</p> <p>Data Analysis: Analyse the dataset from the Electoral Integrity Project, focusing on recent elections to assess their fairness and integrity across different countries.</p>
Class 17	<p>Class 17: Electoral Systems and Party Systems</p> <p>Practice Focus: Workshop on designing electoral systems.</p> <p>Data Analysis: Compare electoral systems using the ACE Electoral Knowledge Network data, focusing on their impact on party systems and political representation.</p>
Class 18	<p>Class 18: Multilevel Governance</p> <p>Topic: Understanding the concept of multilevel governance and its application in federations, the European Union, and other contexts.</p> <p>Reading Assignment: "Multilevel Governance" by Liesbet Hooghe, Gary Marks, and Arjan H. Schakel, discussing the two logics of multilevel governance and its trends.</p> <p>Data Analysis: Utilise data from the European Union's Cohesion Policy to analyse the distribution of funds and its impact on regional development across member states.</p>
Class 19	<p>Class 19: Political Participation and Voter Behavior</p> <p>Practice Focus: Analyzing factors influencing political participation and voter behavior.</p> <p>Data Analysis: Use data from the International Institute for Democracy and Electoral Assistance (IDEA) to examine voter turnout trends and their determinants.</p>
Class 20	<p>Class 20: Political Parties and Party Systems</p> <p>Topic: Analysis of the role and evolution of political parties and party systems in shaping political landscapes.</p> <p>Reading Assignment: "Political Parties" by Richard S. Katz, covering definitions, origins, functions, and models of party organization.</p> <p>Data Analysis: Explore the Manifesto Project Database to compare party platforms and their evolution over time in various democracies, analysing how they reflect changes in political ideology and voter preferences.</p>
Class 21	<p>Class 21: Interest Groups and Civil Society</p> <p>Practice Focus: Case studies on the impact of lobbying and civil society movements.</p> <p>Data Analysis: Analyze the influence of interest groups using data from Transparency International on lobbying regulations and corruption perceptions.</p>
Class 22	<p>Class 22: Governments and Bureaucracies</p> <p>Topic: Examining the structure and functioning of governments and bureaucracies, and their impact on governance and policy implementation.</p> <p>Reading Assignment: "Governments and Bureaucracies" by Wolfgang C. Müller, which details types of government, the internal workings, and the autonomy and capacities of bureaucracies.</p> <p>Data Analysis: Use data from the World Bank's Worldwide Governance Indicators to compare government effectiveness and bureaucratic quality across countries, focusing on how these factors influence policy outcomes.</p>
Class 23	<p>Class 23: Governance and Public Policy</p> <p>Practice Focus: Policy analysis comparing different countries.</p> <p>Data Analysis: Utilize the OECD data on public policy outcomes to compare governance models and their effectiveness.</p>
Class 24	<p>Reading Assignment: "Globalisation and the Nation-State" by Georg Sørensen, which discusses the complexities of globalization's effects on states.</p>

Class 25	<p>Class 25: Globalization and the Nation-State</p> <p>Practice Focus: Examining the impact of globalization on nation-states, focusing on advanced capitalist states, weak post-colonial states, and modernizing states.</p> <p>Data Analysis: Use data from the World Trade Organization (WTO) and the International Monetary Fund (IMF) to analyze trade openness, financial flows, and their impact on national economies. Compare trends across advanced capitalist, weak post-colonial, and modernizing states to understand different globalization impacts.</p>
Class 26	<p>Reading Assignment: "The EU as a New Political System" by Simon Hix, which provides insights into the structure and dynamics of the European Union as a unique political entity.</p>
Class 27	<p>Class 27: The EU as a New Political System</p> <p>Practice Focus: Understanding the EU's political system, its regulatory state aspects, and its consensus-based governance model.</p> <p>Data Analysis: Analyse data from Eurostat on member states' compliance with EU directives and regulations. Investigate the voting behavior in the European Parliament to illustrate the hyper-consensus system of government.</p>
Class 28	<p>Reading Assignment: "From Supporting Democracy to Supporting Autocracy" by Peter Burnell, which explores the transition in international relations from promoting democracy to, in some cases, supporting autocratic regimes.</p>
Class 29	<p>Class 29: Supporting Democracy vs. Supporting Autocracy</p> <p>Practice Focus: Exploring the shift from supporting democracy to supporting autocracy, including the strategies, challenges, and record of democracy support.</p> <p>Data Analysis: Utilise the V-Dem (Varieties of Democracy) dataset to analyse trends in democratic and autocratic support worldwide. Focus on identifying patterns of foreign aid and political endorsements, correlating them with changes in governance models in recipient countries.</p>
Class 30	<p>Presentation</p> <p>Final paper is due</p>