City University of Hong Kong
Course Syllabus

offered Department of of Asian and International Studies
with effect from Semester A 2020/21

Part I   Course Overview

Course Title:	**Comparative Politics and Societies**
Course Code:	**AIS2050**
Course Duration:	**One semester**
Credit Units:	**3**
Level:	**B2**

Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract

The course introduces students to the comparative study of politics and societies worldwide. While it is typical for introductory courses in comparative politics to follow a descriptive, country-by-country approach—focusing on the differences and similarities between the legal/constitutional structures found in different societies—this course takes a more thematic approach, exploring some of the major explanatory questions that form the subject of real-world, comparative research in the social sciences. What accounts for the failure of state- and/or nation-building processes? Why are some countries democratic, while others are still ruled by despotic, authoritarian regimes? How do political institutions develop over time? How do political institutions affect a country's political life, its stability, and its prosperity? Can certain desirable outcomes be "engineered" through the design of the right institutions? What explains the intensity of the inter-group conflicts that define a country's politics? How can the rivalry between ethnic and other identity-based groups be kept from spiraling into violence? And how does a country's politics affect its levels of economic development? These questions—and others like them—will be tackled as part of this course's wide-ranging introduction to the study of comparative politics and societies.

2.   Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs#	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Understand the main theoretical approaches to the study of comparative politics and societies		√	√	√
2.	Reflect critically upon the manner in which the field's main approaches purport to answer some of the major questions animating the the comparative study of politics and societies worldwide		√	√	√
3.	Apply abstract theories to real world cases, by developing and evaluating the applicability of such theories' empirical implications		√	√	√
4.	Demonstrate those skills in oral presentations and in writing		√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.
 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1:   Attitude
  Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
  Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
  Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1-4	Lectures: Lecturer presents key concepts, theories, and scholarly debates in Comparative Politics	√	√	√	√			
1-4	Group discussions: Students will analyse contents of lectures and readings	√	√	√	√			
1-4	Think pieces: Students will be required to show critical thinking on topics covered in class and in the readings	√	√	√	√			
1-4	Quizzes: Students will demonstrate their command of course materials	√	√	√	√			

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: _100_%								
Class participation	√	√	√	√			10%	Contributions to class discussions
Think pieces	√	√	√	√			30%	Two brief essays (1500 words each; weighted equally) involving the application of course materials to real-world cases
Midterm quiz	√	√	√	√			30%	Questions will deal with materials covered in class and selected readings
Final Quiz	√	√	√	√			30%	Questions will deal with materials covered in class and selected readings
Examination: ____% (duration: , if applicable)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation	Contributions to class discussions	Regular and highly thoughtful contributions to discussions held in class and tutorials	Frequent, thoughtful contributions to discussions held in class and tutorials	Occasional thoughtful contributions to discussions held in class and tutorials	Rare contribution to discussions held in class and tutorials	Little to no contribution to discussions held in class and tutorials
2. Think pieces	Demonstrate capacity to apply abstract theories to real-world cases, evaluate their usefulness in answering some of the field's main animating questions	Excellent understanding of the relevant literature, its applicability to real-world cases, and its usefulness in answering some of the field's main animating questions	Good understanding of the relevant literature, its applicability to real-world cases, and its usefulness in answering some of the field's main animating questions	Adequate but not terribly sophisticated understanding of the relevant literature, its applicability to real-world cases, and its usefulness in answering some of the field's main animating questions	Limited understanding of the relevant literature, its applicability to real-world cases, and its usefulness in answering some of the field's main animating questions	Poor understanding of the relevant literature, its applicability to real-world cases, and its usefulness in answering some of the field's main animating questions
3. Midterm and Final quizzes	Show ability to identify and describe the significance of theories, concepts, events, persons, and entities covered in the course	Excellent ability to identify and describe the significance of theories, concepts, events, persons, and organizations covered in the course	Good ability to identify and describe the significance of theories, concepts, events, persons, and organizations covered in the course	Adequate ability to identify and describe the significance of theories, concepts, events, persons, and organizations covered in the course	Limited ability to identify and describe the significance of theories, concepts, events, persons, and organizations covered in the course	Poor ability to identify and describe the significance of theories, concepts, events, persons, and organizations covered in the course

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   Keyword Syllabus
   (An indication of the key topics of the course.)

Comparative politics and the comparative method; Traditions of inquiry in comparative politics; Identity and inter-group conflict; Social and political institutions; State- and nation-building processes; Democracy, non-democracy/authoritarianism, and pseudo-democracy/hybrid regimes; Democratic transitions and authoritarian reversals; Presidentialism and parliamentarism; Political parties and electoral systems; Federal and unitary governments; Protest, repression, and "the collective action problem;" Political and economic development

2.   Reading List

2.1   Compulsory Readings
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Siaroff, Alan. 2013. *Comparing Political Regimes: A Thematic Introduction to Comparative Politics.* University of Toronto Press.

Sartori, Giovanni. 1991. "Comparing and Miscomparing." *Journal of Theoretical Politics* 3: 243-57.

Elster, Jon. 2007. *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*. New York: Cambridge University Press. [Ch. 1-3]

Tajfel, Henri and John C. Turner. 1986. "The Social Identity Theory of Inter-Group Behavior." In S. Worchel and L.W. Austin (eds.), *Psychology of Intergroup Relations.* Chicago: Nelson-Hall.

Hall, Peter A. and Rosemary C.R. Taylor. 1996. "Political Science and the Three New Institutionalisms." *Political Studies* 44: 936-57.

Fukuyama, Francis. 2011. *The Origins of Political Order: From Prehuman Times to the French Revolution*. New York: Farrar, Straus and Giroux. [Ch. 1-5]

Schmitter, Philippe C. and Terry Lynn Karl. 1991. "What Democracy Is… and Is Not." *Journal of Democracy* 2: 75-88.

Sartori, Giovanni. 1997. *Comparative Constitutional Engineering: An Inquiry into Structures, Incentives, and Outcomes*. NYU Press [Ch. 1, 4, 9].

Lichbach, Mark I. 1995. *The Rebel's Dilemma*. University of Michigan Press. [Chapters 1-2]

Haidt, Jonathan. 2012. *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. New York: Vintage Books. [Chapters 2, 7, 9-10]

Chandra, Kanchan. 2005. "Ethnic Parties and Democratic Stability." *Perspectives on Politics* 3: 235-252.

Przeworski, Adam and Fernando Limongi. 1993. "Political Regimes and Economic Growth." *The Journal of Economic Perspectives* 7: 51-69.

2.2 Additional Readings
(Additional references for students to learn to expand their knowledge about the subject.)

Lichbach, Mark I. and Alan S. Zuckerman (eds). 1997. *Comparative Politics: Rationality, Structure, and Culture*. Cambridge University Press [Ch. 1-4].

Hall, Peter A. 2003. "Aligning Ontology and Methodology in Comparative Politics." In J. Mahoney and D. Rueschemeyer (eds.), *Comparative Historical Analysis in the Social Sciences*. Cambridge University Press.

Fukuyama, Francis. 2018. *Identity: Contemporary Identity Politics and the Struggle for Recognition*. New York: Farrar, Straus and Giroux [Ch. 1-4].

Pierson, Paul. 2004. *Politics in Time: History, Institutions, and Social Analysis*. Princeton University Press [Ch. 1].

Thelen, Kathleen. 1999. "Historical Institutionalism in Comparative Politics." *Annual Review of Political Science* 2(1), 369-404.

Fukuyama, Francis. 2014. *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*. New York: Farrar, Straus and Giroux [Ch. 31-36].

Anderson, Benedict. 1991[1983]. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso [Ch. 1-6].

Diamond, Larry. 2002. Thinking About Hybrid Regimes. *Journal of Democracy* 13: 21-35.

Linz, Juan J. and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. The Johns Hopkins University Press [Ch. 1-5].

Svolik, Milan. 2008. "Authoritarian Reversals and Democratic Consolidation." *American Journal of Political Science* 102:153-168.

Huntington, Samuel P. 1991. "Democracy's Third Wave." *Journal of Democracy* 2: 12-34.

Boix, Carles. 1999. "Setting the Rules of the Game. The Choice of Electoral Systems in Advanced Democracies." *American Political Science Review* 93: 609-624.

Sartori, Giovanni. 1990 [1976]. "A Typology of Party Systems." In Peter Mair (ed.), *The West European Party System*. Oxford University Press.

Reilly, Benjamin. 2001. *Democracy in Divided Societies: Electoral Engineering for Conflict Management*. Cambridge University Press [Ch. 1-2].

Brancati, Dawn. 2006. "Decentralization: Fuelling the Fire or Dampening the Flames of Ethnic Conflict and Secessionism?" *International Organization* 60: 651-85.

Stepan, Alfred. 1999. "Federalism and Democracy: Beyond the U.S. Model." *Journal of Democracy* 10: 19-34.

Van Stekelenburg, Jacquelien and Bert Klandermans. 2009. "Social Movement Theory: Past, Present, and Prospects." In S. Ellis and I. van Kessel (eds.), Movers and Shakers: Social Movements in Africa.

Leiden: Brill.

Goldstone, Jack A. 2003. "Comparative Historical Analysis and Knowledge Accumulation in the Study of Revolutions." In J. Mahoney and D. Rueschemeyer (eds.), *Comparative Historical Analysis in the Social Sciences*. Cambridge University Press.

Przeworski, Adam and Fernando Limongi. 1997. "Modernization: Theories and Facts." *World Politics* 49: 155-83.

Inglehart, Ronald and Christian Welzel. 2005. *Modernization, Cultural Change, and Democracy: The Human Development Sequence*. Cambridge University Press [Ch. 1].

Online Resources:

    A. Freedom House

       www.freedomhouse.org

    B. "Resources for Comparative Politics Research,"

       http://www.poliscidata.com/pages/comparativePolitics.php

    C. "Guide to Researching Comparative Politics on the Internet,"

       https://www.macmillanihe.com/companion/Hague-Harrop-Mccormick-Comparative-Government-And-Politics-11e/student-resources/Guide-to-Researching-Comparative-Politics-on-the-Internet/