



## COMPARATIVE POLITICS

<b>Course code</b>	<i>POL103</i>
<b>Compulsory in the programmes</b>	<i>Economics and Politics</i>
<b>Level of studies</b>	<i>Undergraduate</i>
<b>Number of credits</b>	<i>6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 104 individual work hours)</i>
<b>Course coordinator (title and name)</b>	<i>Dr. Pijus Krūminas</i>
<b>Prerequisites</b>	<i>Introduction to Politics</i>
<b>Language of instruction</b>	<i>English</i>

### THE AIM OF THE COURSE:

This course aims at providing the analytical framework for studying the workings of specific political institutions in democracies and dictatorships. The students will be provided with a modern theoretical framework for doing research in comparative politics. They will learn to apply their skills in practice and have rigorous understanding of main concepts of political processes taking place within states.

### MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives	Assessment methods	Teaching methods
CLO1. Understand and define scientific method and scientific study of politics.	ELO1.2.	Midterm test, case studies (seminars), term paper	Lectures, seminars, self-study
CLO2. Define and use the main analytic concepts of comparative politics and political analysis, solve game-theoretic problems, apply theoretical models to actual cases.	ELO1.1. ELO1.2. ELO4.1. ELO4.3.	Midterm test, final exam, case studies (seminars), term paper	Lectures, seminars, self-study
CLO3. Define the concepts of state and politics, understand basic elements of political processes.	ELO1.1. ELO4.1. ELO4.3.	Midterm test, final exam, case studies (seminars), term paper	Lectures, seminars, self-study
CLO4. Understand the structure of different political regimes and their workings and institutions, their main distinctions and similarities.	ELO1.1. ELO4.1. ELO4.3.	Midterm test, final exam, case studies (seminars), term paper	Lectures, seminars, self-study
CLO5. Define and analyze the impact of economic and cultural determinants on political processes and policies.	ELO1.1. ELO1.2.	Midterm test, final exam, case studies	Lectures, seminars, self-study

	ELO4.1. ELO4.3.	(seminars), term paper	
CLO6. Understand and analyze issues of collective decision making, social choice theory, principle-agent problem and their implications for democratic politics.	ELO1.1. ELO2.1. ELO4.1. ELO4.3.	Final exam, case studies (seminars), term paper	Lectures, seminars, self-study
CLO7. Explain and evaluate the influence of political institutions on economic policy, economic performance and business environment.	ELO1.1. ELO1.2. ELO2.1. ELO4.1. ELO4.3.	Final exam, case studies (seminars), term paper	Lectures, seminars, self-study

### ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

### COURSE OUTLINE

Topic	In-class hours	Readings
<b>Introduction.</b> Introductory comments. What is science and what is politics? Scientific method, induction vs. deduction. Verification or falsification? The concept of politics. Review of the main concepts of game theory. Exit, voice, loyalty game.	4	Clark, Golder & Golder pp. 19 – 44, 49 – 79
<b>The concept of state.</b> What is a state? Contractory and predatory views of the state. Failed states. State of nature and civil society games.	4	Clark, Golder & Golder pp. 87 – 125
<b>Political survival. Dictatorship and democracy: measures.</b> What do politicians seek? Main concepts of the selectorate theory (selectorate, winning coalition, leader, challengers). Political survival. Public vs. private goods. Measuring dictatorship and democracy. Minimal conception of democracy vs. broader definitions. Consolidation of democracy. Regime type measures.	4	Clark, Golder & Golder pp. 143 – 168, 384 – 402
<b>Economic and cultural determinants of regime type.</b> Does economics influence type of political regime? How? Modernization theory. Natural resources, foreign aid, social equality. Civic culture and democracy. Religion and democracy.	4	Clark, Golder & Golder pp. 171 – 209
<b>Dictatorships. Types of dictatorships.</b> Cult of personality. Elections in dictatorships. Survival of dictatorships. Dictatorship party game.	4	Clark, Golder & Golder pp. 349 – 403

<b>Transitions to democracy.</b> Why do some states undergo regime changes and become democratic instead of remaining authoritarian? Why other countries remain authoritarian? Bottom-up transitions. Collective action theory and tipping models. Top-down transitions.	4	Clark, Golder & Golder pp. 265 – 308
<b>Midterm.</b>	4	
<b>Forms of democratic government.</b> What are the main types of democracies? Relationship between government and legislature. Parliamentary democracies. Model of government formation in parliamentary democracies. Presidential democracies. Semi-presidential governments. Principal-agent problem.	4	Clark, Golder & Golder pp. 457 – 525
<b>Group decision making and democratic elections.</b> Group decision making. What is the best way to pick the outcome? Arrow's Impossibility theorem. Majoritarian and proportional representation systems. Mixed electoral systems. Median voter theorem. Spatial model of voting.	4	Clark, Golder & Golder pp. 413 – 446, 535 – 598
<b>Party systems.</b> What are political parties? Party systems and their origins: economic and social cleavages theories. What are social cleavages? Number of political parties.	4	Clark, Golder & Golder pp. 603 – 668
<b>Veto players.</b> What are veto players? Veto player theory. Federal states. Bicameralism, its types. Constitutionalism.	4	Clark, Golder & Golder pp. 673 – 729
<b>Political regimes and their effects.</b> Effects of democratic institutions. Performance of dictatorships and democracies. Majoritarian and consensus democracy. Determinants of fiscal policy. Institutions and fiscal policy. Ethnic conflict. Survival in presidential systems.	4	Clark, Golder & Golder pp. 325 – 347, 741 – 826
	<b>Total: 48 hours</b>	
CONSULTATIONS	6	
FINAL EXAM	2	

**FINAL GRADE COMPOSITION**

Type of assignment	%
<i>Group Components 20%</i>	
Case studies (seminar work)	20
<i>Individual Components 80%</i>	
Midterm examination	25
Final examination	35
Term paper	20

<b>Total:</b>	<b>100</b>
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**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

*(Provide short descriptions and grading criteria of each assignment)*

Assessment consists of four different elements:

Case studies (20%) preparing for a topic-related case study analysis during the seminar, and contributing during it. They are based on analytical tools discussed during the course and their use in political science. Students have to demonstrate their understanding of issues that scientists study in topics covered during the course. Students also develop understanding and how these comparative politics questions can be studied. The work takes place during certain seminars in the course, where students work in groups. Grading is based on participation and active involvement in groupwork during these seminars.

- Midterm examination (25%) covering material learned during the first 5 weeks of the course. It includes true/false questions, multiple choice questions, short open questions and problem-solving tasks. Each task is given a specific number of points that are added up and recalculated to a final grade. The scale of grading is based on the highest numbers of points that were actually received.
- Final examination (35%) covering material learned during the sixth and the final five weeks of the entire course. It includes true/false questions, multiple choice questions, short open questions and problem-solving tasks. Each task is given a specific number of points that are added up and recalculated to a final grade. The scale of grading is based on the highest numbers of points that were actually received.
- Term paper (20%) covering topics and methods learned in class. It relates current political systems and events to theoretical knowledge acquired during the course, and includes empirical analysis of chosen cases. Grading is based on the topics covered and the quality of analysis, correct application of concepts covered in the course.

**RETAKE POLICY**

*(Provide short description and percentage of the final grade)*

If the final grade is negative, the student may be allowed to retake the final examination during the re-sit exam session. The retake will cover all course material, and comprise 60% of the final grade. Case studies and term paper cannot be retaken, but their evaluation is not annulled.

**ADDITIONAL REMARKS**

None.

**REQUIRED READINGS**

Clark, W. R., Golder M., Golder S.N., Principles of Comparative Politics, 2nd edition, Sage Publications, 2013.

**ADDITIONAL READINGS**

LIST ALSO TO BE UPDATED DURING THE COURSE

Acemoglu, D., Johnson, S., & Robinson, J. A. (2005). Institutions as a fundamental cause of long-run growth. *Handbook of economic growth*, 1, 385-472.

Arrow, K. J. (1950). A difficulty in the concept of social welfare. *Journal of political economy*, 58(4), 328-346.

Cusack, T. R., Iversen, T., & Soskice, D. (2007). Economic interests and the origins of electoral systems. *American Political Science Review*, 101(3), 373-391.

De Mesquita, B. B., & Smith, A. (2011). *The dictator's handbook: why bad behavior is almost always good politics*. PublicAffairs.

Fernández-Villaverde, J., & Santos, T. (2017). *Institutions and political party systems: The Euro case (No. w23599)*. National Bureau of Economic Research.

Gandhi, J., & Przeworski, A. (2007). Authoritarian institutions and the survival of autocrats. *Comparative political studies*, 40(11), 1279-1301.

Greer, S. L., King, E. J., da Fonseca, E. M., & Peralta-Santos, A. (2020). The comparative politics of COVID-19: The need to understand government responses. *Global public health*, 15(9), 1413-1416.

Knutsen, C. H. (2011). Which democracies prosper? Electoral rules, form of government and economic growth. *Electoral Studies*, 30(1), 83-90.

Przeworski, A. (1999). Minimalist conception of democracy: a defense. *Democracy's value*, 23, 12-17.

Robinson, J. A., & Acemoglu, D. (2012). *Why nations fail: The origins of power, prosperity and poverty*. London: Profile.

Tsebelis, G. (2000). Veto players and institutional analysis. *Governance*, 13(4), 441-474.

Zulianello, M. (2020). Varieties of populist parties and party systems in Europe: From state-of-the-art to the application of a novel classification scheme to 66 parties in 33 countries. *Government and Opposition*, 55(2), 327-347.



**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*

*International Business and Communication,  
Business Management and Marketing, Finance,  
Industrial Technology Management*

<b>Learning Goals</b>	<b>Learning Objectives</b>
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

**Learning objectives for the Bachelor of Social Science**

*Programmes:*

*Economics and Data Analytics,  
Economics and Politics*

<b>Learning Goals</b>	<b>Learning Objectives</b>
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper