



BISLA
Liberal Arts College

Comparative politics

Code:	P-231
Term:	Fall 2020
ECTS credits:	6
Lessons per week:	90 min + 90 min
Instructor:	Mgr. Dagmar Kusá, PhD.
Form of study:	Lecture + Seminar

Meets: Mon 10:30—12:00 in Spitzer Room, Wed 9:00 – 10:30 and 10:40 – 12:10 in Learning Lab

Office Hours: Mon 14:30 – 16:30 and Thursday 10:00 –12:00 or by appointment

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Course website: <https://classroom.google.com/c/NjI4MjI1NDMyNjla?cjc=bzlx52b> , CODE: bzlx52b



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Prerequisites

Intro to Political Science I and Theories of Political Parties and Systems

Course Objectives

- Introduce the subject of comparative politics; key concepts, principles, theories, thinkers;
- Introduce the methods of comparative politics;
- Apply studied theories and methods to case studies of individual countries and regions;
- Apply studied theories and methods in a term paper.

Content:

What makes for a democracy? Why have some states evolved towards democracy while others towards authoritarianism and totalitarianism? How does democracy compare in advanced regions? What shapes political culture of a country? Is nature of democratic governance and citizenship changing? How should citizens behave? Are protests, strikes, petitions a sign of a robust democracy, or a democratic failure? If majority of people value democracy as the best possible regime, why do we witness the rise of authoritarian populism in many places?

This is an intermediate level course on comparative politics. It offers an overview of major approaches towards studying the institutions, processes, actors, structures and cultures of the countries of the world. It is necessarily a selective course and does not intend to cover all of the themes in comparative politics. The focus of this semester is on the development and the state of democracy through the prism of the main approaches in comparative politics since 1950s to the present day.

During the first weeks, we will look briefly at the history of comparative politics as a political science field, at the paradigms and influential thinkers within, and the methods of comparison widely used. The next sections of the course will be devoted to the widespread explanatory approaches within CP. Throughout the semester, students apply the studied theories and methods to their own semester-long research case study.

Required readings:

Comparative Politics Reader

SELECTED TEXTS from:

- Wiarda, H. *Comparative Politics: Approaches and Issues*.
 Lijphart, A.: *Comparative Politics and the Comparative Method*
 Collier, D.: *Comparative Method*
 Gerring, J.: *A Case Study*
 Moore, B. *Social Origins of Democracy*
 Skocpol, T. *States and Social Revolutions*
 Tilly, C. *War-making and Statemaking as Organized Crime*
 Easton, D. *A Framework for Political Analysis*
 Easton, D.: *Re-assessment of the Concept of Political Support*
 Norris, P. *Critical Citizens*
 Almond, G. and Verba, S. *Civic Culture*
 Putnam, R. 1996 *Making Democracy Work*
 Inglehart, R. and Welzel, C. *Modernization and Postmodernization*
 Sen, A.K. *Development as Freedom*
 Nussbaum, M.: *Creating Capabilities*
 Dalton, R. *Civic Culture Transformed: From allegiant to assertive citizens*
 Norris, P., & Inglehart, R. *The Cultural Backlash*
 Brown, W. *Apocalyptic populism*

All required and a multitude of recommended readings are also available on the course Google Classroom page. Furthermore, on Google Drive, there will be extra resources available for individual studied countries.

Evaluation criteria

Attendance and participation in discussions are crucial in this course. You will learn most from the interactions in the class itself. It is important to read all required texts for the class in advance. It is also expected that you will **follow domestic and international news** and be ready to discuss them and to put them into the context of studied theoretical frameworks. Each of you will have a **presentation** of your country project (within a narrower topic that is discussed in the class at the time).

Self-assessment

In this course, you will not receive grades from me. I will give you written feedback for all assignments, meet with you for consultations, answer your questions, give you pointers and suggestions, etc.

The reason behind “un-grading”, or self-assessment is that it allows students to focus much more on own improvement, understanding of the contents, perfection of skills and takes away the attention given to the letter grade itself.

You will evaluate yourself on the basis of the progress you are making in various aspects of the course, related to the content as well as skills of critical thinking, textual analysis, writing, presenting, team projects, and your habits of learning.

How it works:

- At the end of the syllabus, you will find the **Learning Standards** set for this course. Those will guide you in self-evaluation.
- At the beginning of the course, you will write a set of your own **learning objectives**, focusing primarily on the skills you wish to improve during the course of the semester. You will review these as we go, four times during the semester.
- You will write a brief structured **mid-term and final evaluation reflection**, which will be used during our consultation.

I reserve the right to adjust the final grade in case of discrepancies, however always only after mutual discussion.

Grade Composition:

Active Participation	20%	
Short assignments	25%	Short 1-2 page assignments, each detailed in this syllabus
Short text presentation	10%	
Country project presentation	15%	(Must include a printed handout)
Country project final paper	30%	

See the back of the syllabus for more detailed instructions on the assignments

Plagiarism will result in Fx and will be referred to the Disciplinary Committee for review.
Consult the Plagiarism FAQ guidelines on BISLA web site.

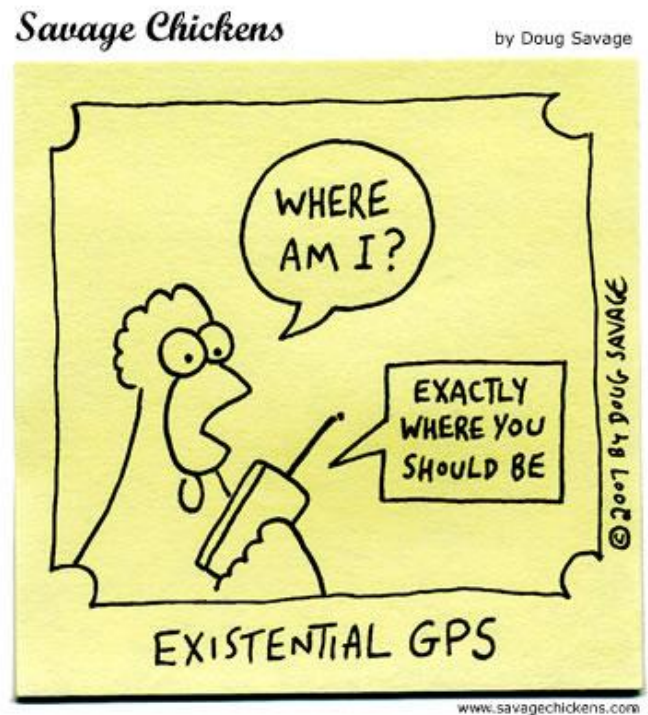
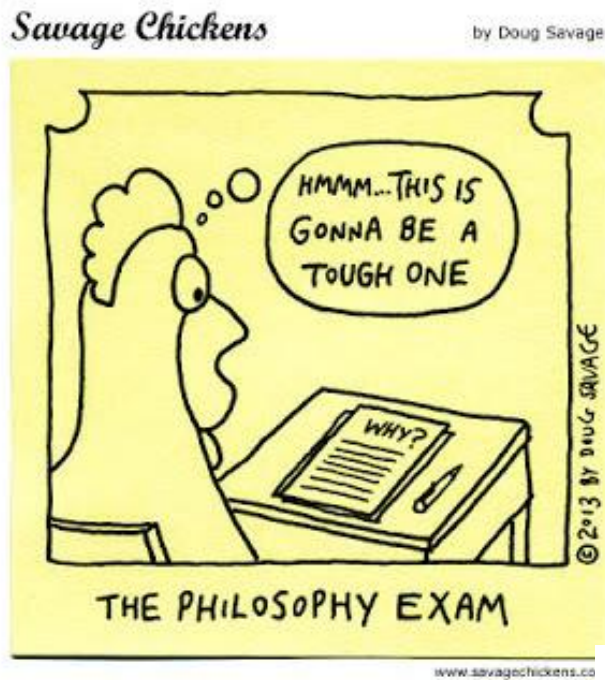
Course Evaluation (%)

A – excellent:	100-93%,
B – very good:	92-84%,
C – good:	83-74%,
D – satisfactory:	73-63%,

E – sufficient: 62-51%,
Fx – fail: 50-0%.

During this semester, it is essential that we remain safe. Thus, you are expected to stay at home and inform me when you have a raised temperature, feel short of breath, exhausted, experience upset stomach, etc. Contact the NCIZ hotline to arrange for testing. Check <https://korona.gov.sk/en/> for latest information and contact numbers.

Passing a course assumes that student was not absent at more than 4 class sessions.



Topics and readings

WEEK 1

INTRO

Monday September 14: **WELCOME TO COMPARATIVE POLITICS!**

Overview of the course, division of tasks, course requirements for the semester ahead.

WHY COMPARE?

- What is and what is not comparative politics?
- Main paradigms and shifts in the field,
- prevalent approaches and influences in the current CP literature.

HOW to COMPARE?

- What is the added value of comparative methodology?
- Comparing few cases, many cases, comparing most similar or most different cases?
- What is the *science* in political science?
- Quantitative or a qualitative approach to comparing political systems?

No assignment this week

Read: Howard Wiarda: **New Directions in CP**

Start reading: Lijphart, and Gerring -- excerpts on comparative method

WEEK 2

CONTENT AND METHOD

Monday September 21 **COMPARATIVE METHODS**

- The universal logic of scientific inquiry
- Experimental, statistical, comparative, and case study methods
- Case study approach to comparative politics
- Wed: comparative method workshop

Read excerpts from Lijphart and Gerring

Submit assignment on country project and methodology by Saturday

I: SOCIAL AND INSTITUTIONAL CONDITIONS OF DEMOCRACY

WEEK 3

INSTITUTIONS AND INSTITUTIONALISM

Monday September 28: **SOCIAL REVOLUTIONS AND STATES**

- Institutions and institutionalism.
- Historical institutionalism and macro social inquiry
- How do institutions shape political and social life?
- How have the current political systems evolved from an institutional perspective?
- Historical path dependence and macro-social inquiry

Reading: Barrington Moore: **Social Origins of Dictatorship and Democracy**

Mon presentation: Moore

Wed: country project presentation (focus on macrosocial inquiry/social revolution)

Submit assignment on Moore by Saturday

WEEK 4

Mon October 5: **BRINGING THE STATE BACK IN**

- How state came and went away in political science
- The comeback of the state

- What makes a modern state?
- Attributes of “stateness”
- Stateness and democratization -- which comes first?
- State-building and nation-building
- Democracy, nation-state, and state-nation

Presentations

Linz, Stepan, and Yadav: The Rise of a State-nation

Wed: Country project presentation: India and/or South Africa / Slovakia (a multinational case study) with focus on state-building

Readings: Charles Tilly: War Making and State Making as Organized Crime

Recommended reading: Stepan, Linz, and Yadav: The Rise of State-Nations

Submit assignment on Tilly by Saturday

WEEK 5

POLITICAL SYSTEM

Monday October 12: POLITICAL SYSTEM and SUPPORT

- Background and context- political science in the post-WWII era;
- Quest for a universal theory of decision-making;
- Systems Analysis;
- Communication studies;
- Defining a political system;
- Uses of a model.

Reading: David Easton: *Framework of Political Analysis*,

Mon Presentation: David Easton, Framework of Political Analysis

SUBMIT COUNTRY PROJECT I

WEEK 6

Monday October 19 POLITICAL SUPPORT

- Operationalization of the Eastonian political system elements
- Conceptualization of political support: trust and legitimacy, diffuse and specific support
- Relevance of Easton's model four decades later

Reading David Easton: Reassessment of the Concept of Political Support (1975),

Pippa Norris: *Critical Citizens, Introduction* (2009)

Mon: Presentation Easton: Reassessment... and Norris: Intro to Critical Citizens

Wed: country project presentation (focus on one element of political support)

Submit assignment on political support by Saturday

II: POLITICAL CULTURE

WEEK 7

Monday Oct 26 CIVIC CULTURE

- The concept of a *civic culture*;
- Culture, economy, and institutions;

- Historical legacy of political culture;
- Political culture in variety of contexts;

Reading: Almond and Verba: *Civic Culture*, ch. 1

Mon: Presentation Almond and Verba ch. 1

Wed: country project presentation (e.g. USA, Britain, Slovakia... with focus on political culture)

Workshop: measuring institutional performance and political culture

Submit assignment on Civic culture by Saturday

WEEK 8

POLITICAL CULTURE

READING WEEK

Carry out research – gather data on civic culture in researched country

WEEK 9

Monday, November 9 CIVIC CULTURE CONTINUED

- What is democratic elitism?
- What is the role of civic activism in a democratic society?
- What is the relationship between civic culture and stability?

Reading: Almond and Verba, chapter XIII: The Civic Culture and Democratic Stability

Mon Presentation: Almond and Verba on democratic stability

Wed presentation: country project with focus on political culture

WEEK 10

Monday November 16: POLITICAL CULTURE AND INSTITUTIONAL EFFECTIVENESS

- Does political culture determine economic success?
- Or is culture shaped by political institutions and economic development?
- How to measure political culture?
- Political culture explored through a multitude of cases

READINGS: Putnam: Making Democracy Work chapter 4

Mon presentation: Putnam ch 4, Social Capital

Wed: Christian Haerpfer: Support for Democracy in Postcommunist Europe and Post-Soviet Eurasia

Wed presentation: country project presentation with focus on political culture

Short assignment on Putnam due by Saturday

WEEK 11

Monday November 23: SOCIAL CAPITAL

- What makes a society is more prone towards civicness?
- How can trust evolve in societies where it is lacking?

- What lessons can be drawn from Italy's trajectory for countries building up democracies?
- Is there a wider regional political culture?
- How is political culture evolving in advanced democracies?

Reading: Robert Putnam: Making Democracy Work, ch. 6: Social Capital and Institutional Success

Mon: Presentation: Robert Putnam ch. 6: Social Capital

Wed: country project presentation with focus on social capital

THE LIBERAL HERALD CONFERENCE

Topic: Stories, Histories, Memories

III: QUALITY OF DEMOCRACY

WEEK 12

Monday November 30: VALUE CHANGE, GENERATIONAL CHANGE

- Lipset-Rokkan and the two revolutions that shaped the political culture
- Inglehart and the third revolution
- From materialism to post-materialism
- Concept of generation and generational change
- Implications for democracy?

Reading: Ronald Inglehart: Modernization and Postmodernization

Mon Presentation: Inglehart Modernization and Postmodernization

Wed: country project presentation with focus on the rise of postmaterial culture and empowerment values

SUBMIT COUNTRY PROJECT REPORT PART II BY SATURDAY

WEEK 13

QUALITY OF

DEMOCRACY

Monday December 7 HAPPINESS, SUBJECTIVE WELL-BEING

- from measuring economic development to human development to subjective well-being
- ...and happiness
- How happy are citizens of various countries?
- Is happiness related to economy? Social welfare services? Culture? Religion?

Reading Amartya Sen

Mon Presentation: Sen: Development as Freedom/The Idea of Justice

Nussbaum: Creating Capabilities

Wed Presentation: country project with focus on human development and subjective well-being

WEEK 14

Monday December 14 CHANGES IN POLITICAL PARTICIPATION: DEMOCRATIC PROSPECTS?

- Conventional and unconventional political participation
- From allegiant to assertive citizens

- Civic culture in a developing world

READING Russell Dalton, Christian Welzer: *The Civic Culture Transformed: From allegiant to assertive citizens*

Mon Presentation: Dalton and Welzel: The Civic Culture Transformed

Pippa Norris and Ronald Inglehart: The Cultural Backlash (the rise of authoritarian populism)

WED: Wendy Brown: Apocalyptic Populism

Country project presentation with focus on the rise of assertive citizens in form of protests but also extremism and populism (South Africa, Slovakia, USA, Hungary, Poland...)

NEXT FRONTIERS OF COMPARATIVE POLITICS

- Is a fourth wave of democratization taking place globally or are we witnessing a democratic backsliding?
- What are the limits and prospects of democracy?

SUBMIT COUNTRY PROJECT REPORT PART III by Saturday

FINAL PAPER DUE BY JANUARY 10

CONSULTATIONS OF COUNTRY PROJECTS DURING THE SECOND WEEK OF JANUARY. MAKE AN APPOINTMENT WITH ME.



Learning Standards

You should think of placing yourself in a four-point scale:

- Mastery of the standard: you can demonstrate this standard consistently and do so well or very well (In other words, you rock at x.)
- Meeting or nearly meeting the standard: you can demonstrate competence at this standard all or most of the time. (In other words, you occasionally rock at x.)
- Approaching the standard: you cannot do what is listed consistently, but you are closing in on being able to. (In other words, you do not quite rock at x, but with a little more hard work, you will in the future.)
- Not meeting the standard: you cannot demonstrate any or much mastery of this learning standard. (In other words, sadly, your skills with x cannot be described as rocking.)

Textual Analysis Skills:

- Students should be able to read with understanding various texts in political science. They should be able to make an argument about the main topics citing specific evidence from the text.
- Students should be able to extract the main ideas and concepts from the texts and subsequently apply them in different situations, particularly in the context of the country project case study.
- Students should be able to understand and remember the concepts even after some time after reading the texts.

Writing Skills:

- Students should be able to compose an analytical paper that successfully argues a thesis that is connected to an assigned topic. Students should be able to remain focused on that argument throughout the paper.
- Students should be able to write with awareness of audience, including in their introductions and conclusions.
- Students should structure paragraphs around clear claims of arguments, supported by specific evidence from assigned texts, and followed through with an analysis.
- Students should be able to appropriately cite primary and secondary sources read in the course and complement them with academic sources found through own research.
- Students should be able to write in clear way, which is easy to follow by a reader. • Students should learn to revise their work in response to the feedback.

Presentation Skills:

- Student is able to confidently lead a portion of a class
- Analytical review of the studied material
- Translation of the studied model to a different context
- Interactive engagement of the audience
- Structured summary of the presentation on a handout

Content:

- Students should have a vocabulary appropriate for the study of international conflict and post-conflict processes (you will find a list of terms below).
- Students should develop understanding of historical background that formed the field of political science and key turning points that shaped its course.
- Students should have an understanding of the main concepts from the assigned texts and be able to apply them critically.

Habits of learning:

1. Reading/class preparation
 - Reading thoughtfully and carefully with understanding
 - Taking notes/marking texts
 - Finishing the reading before class
 - Being able to find help when struggling with understanding of the texts/assignments
2. Class engagement
 - Participating in discussion
 - Listening to and engaging with classmates
 - Coming to class prepared
 - Staying focused on the tasks assigned in class · Attendance and punctuality
 - Being active in team-work
3. Assignments
 - Completing assignments thoughtfully and carefully
 - Assignments follow directions and meet minimum requirements · Assignments turned in on time
 - Gradual improvement of the final project, working in feedback, editing, and reviewing the previous portions of it

Vocabulary

Field of Comparative politics

Comparative politics
Political theory
International relations
Global studies
Area studies
Comparative studies
Case studies
Topical studies

Methods

Unconscious and overconscious thinkers
Parsimony
Experiment
Quasi-experiment
Experimental group
Control group
Ceteris paribus
Statistical method
Large N studies
Comparative method
Case study method
Chronological comparison
Diachronic comparison
Population
Unit of analysis

Social Revolutions and States

Social revolution
Macrosocial inquiry
Class
Bourgeois revolution
Agrarian Bureaucracy
Bourgeois impulse
Final solution of the peasant question
Statemaking
Warmaking
Protection
Extraction
Protection Racket
Rent
Tribute
Sovereignty

Political System and Support

Political system
Environment
Boundary
Unit of a political system
Political
Natural system
Analytical system

Diffuse level of support
Specific level of support
Legitimacy
Trust
Critical citizens
Democratic deficit

Political culture

Political objects
Value orientations
Cognitive, affective, evaluative orientations
Parochial political culture
Subjective political culture
Participative political culture
Civic culture
Alienation
Apathy
Congruence of culture and structure
Democratic myth
Democratic stability
Civicness
Institutional effectiveness
Communitarianism
Elite political culture
Social capital
Generalized reciprocity

Networks of civic engagement
Virtual cycle
Vicious spiral
Modernization
Materialism
Postmaterialism
Empowerment values
Autonomy

Survival values
Self-expression values

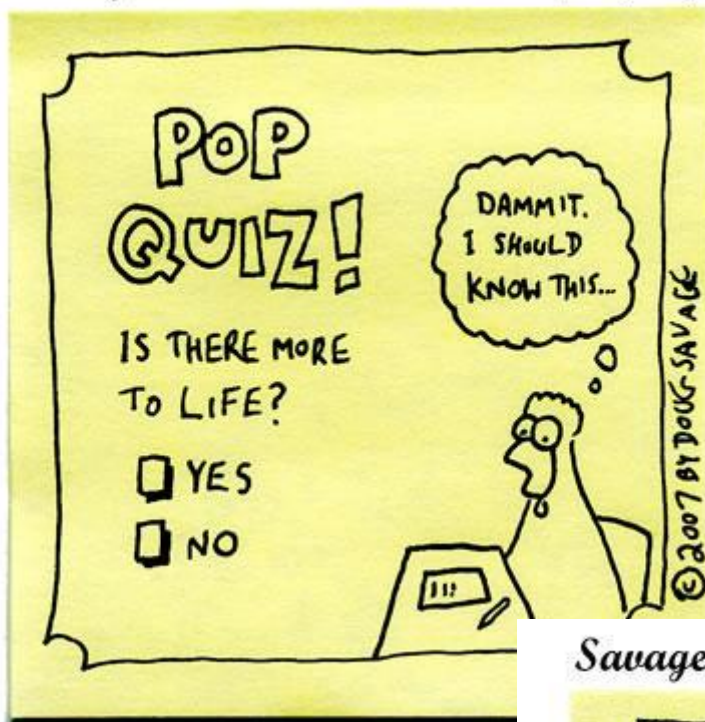
Quality of democracy

Human development
Freedom
Unfreedom
Civic freedoms
Political freedoms

Social and economic freedoms
Capabilities approach
Allegiant citizens
Assertive citizens
Cultural backlash
Authoritarian populism
Apocalyptic populism

Savage Chickens

by Doug Savage



Savage Chickens

by Doug Savage



www.savagechickens.com

ASSIGNMENTS

The Country project

Throughout the semester, you will be researching one particular country, its political system, institutions, culture, agents of social change... You will be writing weekly assignments on these topics (all of the instructions will be posted on Google Classroom and all assignments are to be submitted through Google Classroom). Assignments will be “stitched” together three times during the semester, making up three parts of the final product, the country project.

Thus, the whole research project will be conducted **in four steps**, resulting in the Country project Report I, Country project Report II, Country Project Report III, and, of course, the Country project final paper.

You will also present your findings in one presentation to the class during the semester.

Here are some recommendations for approaching the assignments:

- Country project reports are expected to be short essays. Do not merely write up a “shopping list” of facts and information in answering the guiding questions. Interpret and analyze them, structure the paper using introduction, main body, and a conclusion. Utilize sub-headings to mark important passages.
- Use the asked questions in the weekly assignments to delimit your essay – do not try to cover areas outside of the asked questions because you found the information, and, on the other hand, do make sure you find relevant information for the questions asked.
- **Explain the data** you use, and include **definitions of concepts** you operate with,
- **Use multiple academic sources, utilizing remote access to scholarly journals (UK SAV or CVTI) and cite them properly, using APA style and citation guide. Always include a bibliography. Papers not containing basic elements of academic essay structure, formatting, and referencing will not be accepted.**

Country project: Report I: social and institutional roots of democracy

The first country project research will provide you with information and data that will serve as a background for your final paper, analyzing the historical roots of the political system currently in place in your country. This assignment synthesizes and expands on the work you have done for the previous short assignments. **You can use what you wrote so far**, bring it together into one narrative, and elaborate on your arguments using new academic literature relevant to your case study (country project).

Use **five or more scholarly articles or book chapters** using accessible online databases (use Questia and vzdialeny pristup HAN at UK SAV library or CVTI) that will provide you with answers to the following questions:

- what was the social structure of the pre-modern society and how did the classes come out of modernization struggles into modernity?
- what was the nature of this transition - (what role did violence or oppression or accommodation and cooperation play in this process?)
- how did the modern state evolve historically as an independent political actor? *Who* was and is the state?

Use Moore and Tilly's texts as the main theoretical foundation for your analysis. **NOTE: Moore and Tilly count as academic sources as well.** That means you have to find at least three more sources to work with, pertaining to your country context.

Country project: Report II: political culture

1000-1500 words

The country project report II focuses on the character of society in your country and to identify the determinants of its political culture. Utilize the models presented in the course readings to apply to your country by seeking the data that will fit those models. Stitch together the weekly assignments on Almond and Verba and Putnam, find three or more additional scholarly articles, and utilize accessible online databases that will provide you with data

- Describe the mixture of political culture in your country;
- classify your country using the typology of subject, parochial, and participatory culture provided by Almond and Verba;
- Describe in greater detail a selected sub-topic within political culture of your country, qualitative and quantitative analysis (see handout with detailed instructions);
- you may utilize the concept of civicness and find data for the indicators of civicness index presented by Putnam;
- use accessible data (World Values Survey, European Values Survey, Gallup Poll, Eurobarometer, Afrobarometer etc.) to provide data on selected element of political culture in the studied country.

Country project: Report III: quality of democracy

This part of the country project maps the shifts in democratic governance and citizenship in the past decades. Utilize the readings by Inglehart, Sen/Nussbaum, and Dalton to provide an image of political participation in your country of research today.

Some questions to be guided by:

- How do Sen/Nussbaum define democracy? What are the end goals and what instrumental prerequisites for its full attainment?
- How has economic development and generational change impact political culture in your country? Can we talk about a shift towards postmaterialism?
- How do these changes impact the nature of political participation? Is an observable rise of assertive citizens and unconventional, elite-challenging political participation?

Apply data from online databases (Transparency Int'l, World Governance Indicators, Freedom House, Polity Index, Human Development Index, ...) to provide data on human rights and freedoms / corruption / health and education (choose focus which fits best with the overall argument of your country project as a whole)

Include a hypothesis in the introduction about the changing (or unchanging) nature of political participation in your country and its causes. Use the required readings to provide definitions, and additional academic sources and data from online databases to provide evidence supporting your claims.

Country project: Final paper

10-15 norm pages

The term paper is expected to examine one issue in greater depth through the application of one particular theoretical approach within a selected country. Students are encouraged to develop their argument by application of a theory to a case study or leaning on the debate between two theories. The paper should be c. 12 - 15 norm pages long. It will be graded according to the consistent

application of a particular theory to the issue under observation, thorough argumentation and use of evidence, analytical value and contribution to the field, the coherence of logic, use of sources and organization.

The paper should directly utilize all of the previously written assignments and country project reports and string them together in one coherent narrative that seeks to answer the main posed research question.

Suggested work sequence:

Your final paper will be an **in-depth look at a topic within the country** you were researching throughout the semester.

1. Choose a **narrower theoretical model/topic** you want to explore in your paper (e.g. Putnam's social capital model, or unconventional type of political participation). The narrower topic may be determined by the theme of the week in which you present, as you will gather most literature on that theme (you may choose a different topic if preferred);
2. For example, you might like to apply theory or a model from one of the texts we have been reading to your country, testing that theory or model on a different context and/or time. Or you may choose to combine approaches and raise new research questions. **See topic examples directly below.**
3. Formulate the main **hypothesis** and **arguments** to support it.
4. Utilize the **sources** collected within the three **country project reports**, utilize **texts from the course** for theoretical foundations of the paper, and seek out specific sources on your topic. **TALK TO ME** about the sources for your final paper, I will likely have suggestions for sources.
5. Write a **draft of the paper**. Feel free to consult the draft with me. (By the end of the semester).
6. Write the **paper**... make sure to format it properly and cite sources **in APA format and include a bibliography**.

Recommended countries for case studies:

USA	France	Italy
Russia	Germany	South Africa
China	Austria	Brazil
Japan	Hungary	Argentina
India	Slovakia	

Topic examples:

Social revolutions: example: Roots of fascism and the rise of AfD in Germany; Historical roots of the decline of democracy in India; Race, language, and religion -- South Africa's route to apartheid

State: Special position of small states in the world market: Slovakia's corporatism; Statemaking and Warmaking; Militarization of India ...; Captured state: empire, state, and nation in Russia ;

Political culture: The development of *civiness* in Slovakia after 1993; Changing political participation in USA, Impact of religion on political participation of women in India, Through immigration to happier multicultural cities? The case of Norway; The emergence of national populism and secessionism in Great Britain; Crisis of identity and apocalyptic populism in the USA, Imprint of the legacy of violence on political participation in South Africa

Institutions and institutional change: Making Democracy Work?: Territorial administration reform in Slovakia – design and consequences; How does the Indian institutional design impact ethnic conflicts and tensions between regions? (Select one- Kashmir, the Northeast, Tamil Nadu...); Gerrymandering:

race and elections in the USA; Russia's route to presidential monarchy, Societal corporatism and democratic civic culture in Norway; Power-sharing or power-dividing? Governance in divided societies (South Africa, Slovakia, India...)

Happiness/subjective well-being: Why is Denmark consistently among the happiest countries in the world? Japan's saddest generation

Value change: Are Slovaks still mostly conservative? Postmaterialism and generational change...

Participation: Is the fact that the young generation is taking part through protests, boycotts, strikes, a good omen for democracy in South Africa? Are the millennials less democratic than their parents in the USA? Hong Kong uprisings and the changing nature of political participation

COUNTRY PROJECT PRESENTATION

During the first week, you will select a country that will be the topic for your research for the duration of the semester. Your presentation will be **linked to this research**, presenting what you have found so far, but also laying out, briefly, the overall argument and structure of your research project. It is, however, to be **primarily focused on the topic of the week** (political culture, political participation,...)

During your presentation, you are in charge of leading the discussion section. **Relate your presentation to the topic we are studying (you must read the text for that week and use it as the foundation for your presentation), explain the relevant theory, and use your country as an example**, an illustration of the theoretical problem at hand. Engage your colleagues in discussion.

For seminar presentation, **you are also to write a one page handout containing the summary of the main arguments, points of critique, and questions for discussion**. Bring copies of the handout for your colleagues.

The presentation **handout** is **not a copy and paste** exercise. Try to succinctly select and map the main ideas, present them in a scheme, rely on the **sources you found in your research** as well as **readings in the course reader**.

Structure your presentation handout with sub-headings, work with bullet points and illustrations (tables, graphs, schemes...).

DO NOT READ OUT YOUR PRESENTATION from a paper or from the PPT.

If using a PPT, use it as an accompaniment, not replacement of your input. Do not crowd slides with text. PPT is mostly a VISUAL support

Prepare questions for discussion, or short quizzes,... for other students and be prepared to answer questions in return.

Yes, there is an opportunity to gain extra bonus points just for reading these instructions. Email me a Radio Yerevan joke anytime during the semester upon reading this, and you shall be granted two bonus credits. If you have not heard of Radio Yerevan jokes, ask your parents or grandparents, they surely have. Or, of course, Google it.

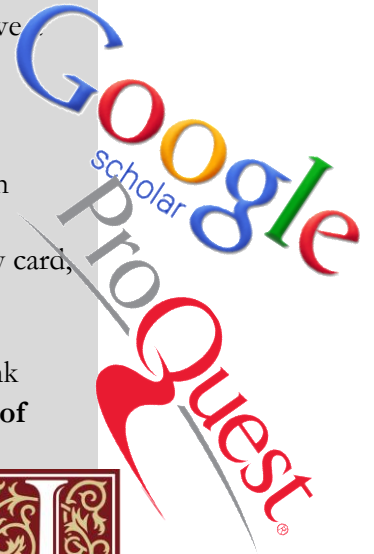
Do use presentation software (PPT, Prezi) if you see it adds value to your talk. However, do not crowd slides with text, or prepare more slides than you can cover in c. 20 minutes or less.

Searching for academic sources:

For the purposes of country project reports and final paper, you will need to find academic sources that will provide you with information



- Use **BISLA library (!!!)**
- Use **Google Drive folders** with articles for your case study (you will receive link via email)
- When googling, use **Google Scholar**
- Search for **annotated bibliographies**
- Use **Questia (BISLA has lifetime access)** or other full-text online search engines and databases
- **Get HAN remote access from the UK SAV library** (if you have a library card, you can do this online) or use **CVTI access** (I emailed you username and password last year)
- There, search through **ProQuest, JSTOR, Sage** publications, **Springer** link
- Utilize journals that sometimes offer free full text articles, such as **Journal of Democracy**
- **Remember: WIKIPEDIA IS NOT AN ACADEMIC SOURCE!**



Short text presentation

Each student will take charge of a part of the class once in the semester. In this session, you will either present the key concepts and lead a discussion on one of the texts that we are all reading, or present and lead a discussion on an additional text that others have not read.

Submit the text to a thorough review:

First, identify the research question and hypothesis of the presented text

Second, tell us what methods were used to investigate the hypothesis

Third, lay out a fair summary of the main arguments

Fourth, after ALL THIS, you are ready to evaluate the text: how successful is the author in reaching the stated objective? What is he or she missing, assuming, misrepresenting, disregarding...?

Fifth: Consider the text's contribution to the field from the point of view of your own research project and research question. Why and how is this particular text useful, interesting, relevant?

Sixth: Find connections to other contexts, think of a good example, illustration of what is argued

Sixth: Think about its relevance to your and your colleagues' experiences. Raise questions that will orient the discussion after (ideally also throughout) your presentation

HANDOUT: Accompany the presentation with a well structured handout for your colleagues capturing the above points. If you can present the main argument visually in a scheme or a table, that is always a plus.

ASSIGNMENTS AND PRESENTATIONS SUMMARY WITH DATES

Date	Short readings presentation	Country project presentation	ASSIGNMENT DEADLINES
Week 1 Sept 14 and 16			Select a country for the country project: in class
Week 2 Sept 21 and 23			Sept 26: CP methods assignment
Week 3 Sept 28 and 30	Sept 28 1. Barrington Moore: <i>Social Origins of Democracy and Dictatorship</i>	Oct. 30: Macro social history/social revolution	Oct. 3 Moore (social revolutions) assignment
Week 4 Oct 5 and 7	Oct 5 2. Charles Tilly: <i>Wormaking and Statemaking as Organized Crime</i> 3. Yadav, Linz, Stepan: <i>The Rise of State-nations</i>	Oct 7 State-building and political identity Macro social history/social revolution	Oct. 10 Tilly (state formation and identity) assignment
Week 5 Oct 12 and 14	Oct 12 POLITICAL SYSTEM 4. David Easton: <i>Political system</i>	Oct 14:	Oct 17 COUNTRY PROJECT I (the macrosocial inquiry)
Week 6 Oct 19 and 21	Oct 19 POLITICAL SUPPORT 5. David Easton <i>Reassessment of political support</i> 6. Pippa Norris <i>Intro to Critical Citizens</i>	Oct 21 Political support of political community/ support for democracy/ institutions / leaders - - application of ONE of the elements	Oct 24 Assignment on Political Support
Week 7 Oct 26 and 28	Oct 26 CIVIC CULTURE 7. Almond and Verba: Civic culture definition	Oct 28 Civic culture	Oct 31 Assignment on civic culture
Week 8 Nov 2 and 4	READING WEEK		
Week 9 Nov 9 and 11	Nov 9 8. Almond and Verba: Civic Culture -- democratic stability (what is needed for good governance?)	Nov 11 Civic culture	

Week 10 Nov 16 and 18	Nov 16 9. Robert Putnam: Making Democracy Work (Civic culture and effectiveness of democratic institutions)	Nov 18 10. Christian Haerpfer: Support for Democracy in Postcommunist Europe and Post-Soviet Eurasia	Nov 21: Assignment on Putnam
Week 11 Nov 23 and 25	Nov. 23 10. Robert Putnam: Making Democracy Work ch 6: Social capital	Nov 27 Social Capital	
Week 12 Nov 30 and 2	Nov 30 11. Inglehart: Modernization and postmodernization	Dec. 2 The rise of the postmaterialist culture	December 5 COUNTRY PROJECT II (political culture)
Week 13 Dec 7 and 9	Dec 7 12. Human capabilities approach Amartya Sen: Development as Freedom/Idea of Justice 13. Martha Nussbaum: Creating capabilities	Dec 9 Happiness, well-being	
Week 14 December 14 and 16	Dec 14: 14. Dalton and Welzel: <i>The Civic Culture Transformed: From allegiant to assertive citizens</i> 15. Pippa Norris and Ronald Inglehard: The Cultural Backlash (rise of authoritarian populism)	Dec 16 Unconventional modes of political participation -- rise in elite-challenging behavior 16. Wendy Brown: Apocalyptic populism (Trump election)	Dec 19 COUNTRY PROJECT III (quality of democracy)
			JAN 10 FINAL COUNTRY PROJECT
Arrange a meeting during the second week of January for the final consultation of your country project			