



BISLA
Liberal Arts College

Comparative politics

Code:	P-231
Term:	Fall 2022
ECTS credits:	6
Lessons per week:	90 min + 90 min
Instructor:	Mgr. Dagmar Kusá, PhD.
Form of study:	Lecture + Seminar

Meets: Mon & Wed 13:00—14:30 in Learning Lab

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

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Prerequisites

Introduction to Political Science and Theories of Political Parties and Systems

Course goals:

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? Why are democracies declining worldwide? Is nature of democratic governance and citizenship changing? 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? Why still care about democracy?

This is an intermediate level course on comparative politics. It offers an overview of major approaches towards studying the institutions, processes, actors, behavior, 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. Briefly stated, the course examines the historical, social, economic, institutional, and cultural preconditions for democracy, democratic stability and quality, and democratic change in the past decade or so.

Throughout the semester, students apply the studied theories and methods to their own semester-long research case study.

Learning Outcomes

Course learning outcomes	Corresponding Study Program learning outcomes	Assessment
Introduce the subject of comparative politics; key concepts, principles, theories, thinkers;	Subject-specific skills: Define the subject and basic methods of the field, its place and relationships in the system of social sciences	Weekly in-class reflections, country project incremental assignments
Select, narrow down, define own topic for a country project	Identify topics for social science research and humanities inquiry	Initial stage of the country project
Apply studied theories and methods to case studies of individual countries	<ul style="list-style-type: none"> - Recognize the way concepts, theories, categories, and methodological approaches are used to analyze ideas, actors, institutions, and behavior - Examine, evaluate, and engage critically with different interpretations of political events, trends, phenomena on national and global levels - Apply concepts, theories, and methods, to political ideas, actors, institutions, and behavior. 	Incremental short written assignments that constitute the country project
Introduce the methods of comparative politics	Apply quantitative and qualitative social science research methods	Country project
Grasp theories and arguments	Transferable skills: Develop a reasoned argument and exercise critical judgment	Country project, weekly in-class reflections, group work
Utilize knowledge and skills in a semester-long research paper	Producing academic papers at an advanced level	Country project

	Communicating ideas efficiently through oral presentation and public speaking	Presentation of a text and a presentation of the country project
Realize the strengths and added value of liberal democracy	Attitudes and values: Promote liberal democratic values	Country project
Internalize the constitutive values of liberal democracy and apply them to own practice	- Respect, promote, and defend human dignity and human rights - Foster tolerance and empathy, and promote diversity	Class discussions, reflections, country project, presentations
Be mindful and kind to self and others in class	Encourage caring and responsible attitude towards self, others, and the world	Class discussions
Develop self-reflective research practice	Being self-reflective of one own strengths, weaknesses, and needs	Keeping track of own progress, mid-semester and end-of-semester self-assessment

Required readings:

Comparative Politics Reader

SELECTED TEXTS from:

- Wiarda, H. *Comparative Politics: Approaches and Issues.*
 Moore, B. *Social Origins of Democracy*
 Tilly, C. *Wartmaking and Statemaking as Organized Crime*
 Easton, D. *A Framework for Political Analysis*
 Easton, D.: *Re-assessment of the Concept of Political Support*
 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*
 Dalton, R. *Civic Culture Transformed: From allegiant to assertive citizens*
 Norris, P., & Inglehart, R. *The Cultural Backlash*
 Fukuyama, F. *30 Years of World Politics: What Has Changed?*

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.

The Reader is also available on reserve in the Hannah Arendt Library.

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. You will be called on to reflect on what you have read in discussions and in writing in the class. 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), in addition to a small presentation of an assigned text, when you will lead the rest of the class through a required reading.

Timeliness is also of essence. We are working on a long-term project, it is important to stay on track and produce each piece of writing when it is required. You can always rewrite each submitted assignment, as many times as you like—thus, it is **always better to submit *something*, however imperfect, but on 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 also 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, at least twice during the semester.
- You will fill out 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 after a mutual conversation.

What should be evaluated:

Active Participation in class	Active participation means informed contributions to class discussions, reading ahead of each class
Short assignments	Short 1-2 page assignments, each detailed in appendix to this syllabus
One text presentation	Leading the class during presentation of one topic in class, inspired by a selected text
Country project presentation	Presentation of the country project in the current state of research and writing.
Country project final paper	Final paper composed of incremental writings, edited for fluency and depth of arguments

See the appendix to 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.

ATTENDANCE POLICY

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

NOTE: Late arrival is marked as a **“tardie”**. **Three tardies equal one absence.**

Missing more than 15 minutes of the class is considered an absence.

Topics and readings

WEEK 1

INTRO

Monday September 19: **WELCOME TO COMPARATIVE POLITICS!**

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

WHY COMPARE? HOW?

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

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

Review: Lijphart, and Gerring – excerpts on comparative method—on the Classroom stream

THEME I: PRECONDITIONS FOR DEMOCRACY

WEEK 2

CONTENT AND METHOD

Monday September 26 **COMPARATIVE METHODS**

- The universal logic of scientific inquiry
- Experimental, statistical, comparative, and case study methods
- Case study approach to comparative politics
- Wed: brainstorming on topics, reflective freewriting in class

Read excerpts from Lijphart and Gerring (note: the latter author is more important for your assignment)

Submit assignment on country project intro and methodology by Saturday

WEEK 3

INSTITUTIONS AND INSTITUTIONALISM

Monday October 3: **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 10: **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: (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 17: 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: the historical and social preconditions for modern regime outcomes

WEEK 6

Monday October 24

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

WEEK 7**POLITICAL CULTURE**

READING WEEK

THEME II: DEMOCRATIC STABILITY AND QUALITY

WEEK 7

Monday Nov 7

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 9

Monday, November 14

CIVIC CULTURE

- 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 21:

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 28: **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

SUBMIT COUNTRY PROJECT REPORT PART II BY SATURDAY

THEME III: DEMOCRATIC CHANGE

WEEK 12

Monday December 5: **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:

Lipset & Rokkan:

Inglehart Modernization and Postmodernization

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

WEEK 13

QUALITY OF DEMOCRACY

Monday December 12 **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

SUBMIT COUNTRY PROJECT REPORT PART III by Saturday

WEEK 14

Monday December 19 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:

Fukuyama: 30 Years of World Politics: What has changed?

Country project presentation with focus on the rise of contentious politics and/or populism and authoritarianism

FINAL PAPER DUE BY Fri. DEC 23.

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 comparative politics (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 in research and writing.

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
- Seeking feedback, clarifications when needed, following up with questions – taking initiative in own research and writing

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

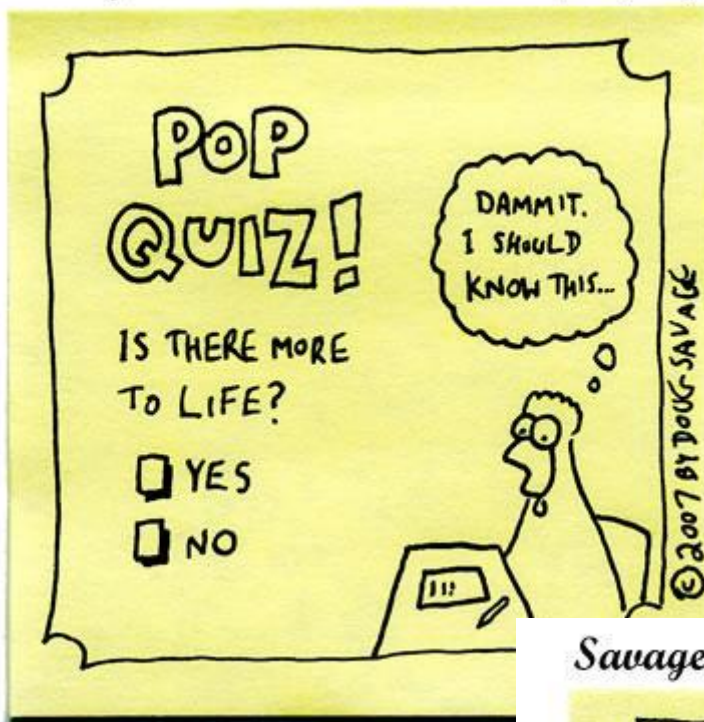
Modernization
Materialism
Postmaterialism
Empowerment values
Autonomy
Survival values
Self-expression values

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



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.
- Do consult with me in the first week or two the specific topic (see below for inspiration) and possible hypothesis for your paper—this focus will help you in every written assignment and it will also make finalization of the project easier – the more work you will do in thinking the project through early on, the less work you will have stitching all short essays together into one final paper.
- **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 remote access 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. The most important thing about the project is the consistent

application of a particular theory to the issue under observation, and then of course also thorough argumentation and use of evidence, analysis, 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 before you turn it in.
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	Germany	South Africa
Russia	Austria	Brazil
China	Hungary	Argentina
Japan	Slovakia	... any other—just consider
India	Poland	availability of literature and
France	Italy	research data

Country project 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 the Czech Republic; How does the Indian institutional design impact ethnic conflicts and tensions between regions? (Select one state- 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...). “Democratic decline seen through an institutional lens—decline in trust towards institutions and authorities in... (Britain, US, ...)

Happiness/subjective well-being: Why is Denmark consistently among the happiest countries in the world? Why are the young adults the 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? “Apocalyptic populists as active citizens? The changing nature of street protests in Slovakia.”

COUNTRY PROJECT PRESENTATION

c. 20 minutes with discussion, plus 10 mins for discussion

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, social capital,...).

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.

Do use presentation software (PPT, Prezi) if you see it adds value to your talk. 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, or other creative forms of interaction for other students and be prepared to answer questions in return.

Yes, there is an opportunity again to gain extra bonus points just for reading these instructions within the syllabus. In your presentation, include a picture or a metaphor of a dog, and you shall be granted two bonus points.

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 libraries (!!!)**

- Use **Google Drive folders** with articles for your case study (you will receive a 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** (renew your access via email for free)
- 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!** If you use it in your paper, three puppies will die somewhere in the world.



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, only **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.**

Arrange a meeting during the second week of January for the final consultation of your country project