

Санкт-Петербургский филиал федерального государственного автономного
образовательного учреждения высшего образования

"Национальный исследовательский университет "Высшая школа экономики"

Факультет

Санкт-Петербургская школа социальных наук и востоковедения

Департамент прикладной политологии

Рабочая программа дисциплины

Категории политической науки / Categories of Political Science

Для образовательной программы «Политология» направления подготовки 41.03.04
«Политология и мировая политика» уровень бакалавриата

Разработчики программы:

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Согласована

начальник ОСУП «_____» _____ 201_г.

Набока А.В. _____

Утверждена Академическим советом образовательной программы

«__» _____ 201_г., № протокола _____

Академический руководитель образовательной программы

Декальчук А.А. _____

Title of the course	Categories of Political Science		
Title of the Academic Programme	Bachelor in Political Science and World Politics		
Type of the course	Core (Mandatory)		
Prerequisites	No		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	56	134	190
Course Overview	<p>The Categories of Political Science is an introductory course, aimed at providing students with basic knowledge on politics as the sphere of social activity and an academic discipline. The major task of the course is to give students a general overview of the political science current state of affairs, its core concepts in their interrelationship. The key political concepts, institutions and processes are discussed in global comparative perspective, including the world politics issues.</p>		
Intended Learning Outcomes (ILO)	<p>ULO – 1: Able to learn and demonstrate skills in the field, other than the major field;</p> <p>ULO – 5: Able to work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach);</p> <p>ULO – 7: Able to work in team</p> <p>PLO -1: Student is capable of posing research problems relevant to the study of political phenomena and political processes, setting particular research tasks, and putting together a research design;</p> <p>PLO – 4: Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field.</p>		
Teaching and Learning Methods	<p>The course comprises of 14 lectures (28 academic hours) and 14 seminars / discussion groups (28 academic hours).</p> <p>The following teaching methods are involved:</p> <p>Lectures:</p> <ul style="list-style-type: none"> - Multimedia support: all lectures are followed by multimedia presentation (slides) with textual and visual materials; 		

- Interactive lectures: interactive elements (quizzes, surveys) during the lecture are used.

Seminars (tutorials):

- Debates and open discussions based on the mandatory readings;
- Mini-group work (presentations and collective tasks in class);
- Role-game technologies.

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
	Unit 1. Introduction to Political Science	50	10	8	32
1	Political Science Basics	12	2	0	10
2	Political Power and Legitimacy	11	2	2	7
3-4	Paradigms of Political Science	18	4	4	10
5	Political Ideologies	9	2	2	5
	Unit 2. Political Institutions	70	10	10	50
6	Political Regimes: Democracies	14	2	2	10
7	Hybrid and Authoritarian Regimes	14	2	2	10
8	Division of Power	14	2	2	10
9	Judiciary, Bureaucracy and the Media	14	2	2	10
10	Unitary and Federal Systems	14	2	2	10
	Unit 3. Political Participation	49	6	8	35
11	Political Culture and Human Rights	14	2	2	10
12	Public Opinion and Interest Groups	14	2	2	10
13	Parties and Elections	21	2	4	15

14	Unit 4. IR and World Politics	21	2	2	17
15	International Relations and World Politics	7	2	0	5
16	Final Test & Summary of the Course	14	0	2	12
Total study hours		190	28	28	134

<p>Indicative Assessment Methods and Strategy</p>	<p>The final grade consists of the formative mark (50 %) and the summative (exam) mark (50 %). The final examination is conducted in a written form: students are to answer two of the questions from the exam questions list.</p> <p>The formative mark formula contains the following elements:</p> <p>1) Class Activities (Q_{class} 25 %): lecturers evaluate students' progress, including assigned readings comprehension and contribution to discussions and role modeling during seminars 1, 4, 5, 6, 8, 9, 10, 11, 12. The component is calculated as an average grade achieved on the abovementioned seminars (Q_{activities}). Furthermore, small quizzes are given each of the seminars to assess the students' progress (5 questions: multiply choice, fill in the gaps). The average of the test scores constitutes as a component Q_{tests}.</p> $Q_{class} = 0,5 * Q_{activities} + 0,5 * Q_{tests}$ <p>2) Final Test (Q_{final_test} - 30 %): The component includes the grade for the final test, conducted on seminar 14.</p> <p>3) Home Assignment (Q_{home} - 20 %): During seminars 2 – 3, 7, 13 students are to make up and deliver a presentation devoted to a certain topic. The Home Assignment component is computed as an average mark for these presentations. The presentations are evaluated according to the evaluation form, presented in the appendix.</p> <p>4) Essay (Q_{essay} - 25 %): Each student is supposed to write an individual essay to be submitted via the Learning Management System no later than 2 weeks before the final seminar.</p> $Q_{accumulative} = 0,25 * Q_{class} + 0,3 * Q_{final_test} + 0,2 * Q_{home} + 0,25 * Q_{essay}$ <p>If the formative mark is 8 and more, the students can have this mark as a final one, without taking the examination.</p>
<p>Readings / Indicative Learning Resources</p>	<ol style="list-style-type: none"> Aldrich, J. H. (2008). Political Parties In and Out of Legislatures. In: Sarah A. Binder, R. A. W. Rhodes, and Bert A. Rockman (Eds.) The Oxford Handbook of Political Institutions. Oxford University Press. P. 555 – 576. (http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-28) Binderkrantz, A.S. (2014). Legislatures, Lobbying, and Interest Groups.

- In: Shane Martin, Thomas Saalfeld, and Kaare W. Strøm (Eds.) The Oxford Handbooks of Legislative Studies. Oxford University Press. P. 526 – 542.
(<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199653010.001.0001/oxfordhb-9780199653010-e-019?rskey=h3cnhq&result=1>)
3. Bowler, S. (2008). Electoral Systems. In: Sarah A. Binder, R. A. W. Rhodes, and Bert A. Rockman (Eds.) The Oxford Handbook of Political Institutions. Oxford University Press. P. 577-595.
(<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-29?rskey=sBFXHP&result=2>)
 4. Brancati, D. (2014). Democratic authoritarianism: Origins and effects. Annual Review of Political Science, 17, 313-326.
(<https://proxylibrary.hse.ru:2126/doi/pdf/10.1146/annurev-polisci-052013-115248>)
 5. Brown, A. (2013) Communism. In: Michael Freeden, Lyman Tower Sargent, and Marc Stears (Eds.) The Oxford Handbook of Political Ideologies. Oxford University Press. P. 364 – 384.
(<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-004>)
 6. Coppedge, M., and Gerring, J (2011). Conceptualizing and Measuring Democracy: A New Approach. Perspectives on Politics 9(2): 247–67.
(<https://proxylibrary.hse.ru:2166/docview/869992773?accountid=45451>)
 7. Easton, D. (1957). An approach to the analysis of political systems. World politics, 9(3), 383-400.
(https://proxylibrary.hse.ru:2100/core/services/aop-cambridge-core/content/view/97D386ED2B2B15A826C6808C7EC9ED5A/S0043887100008261a.pdf/an_approach_to_the_analysis_of_political_systems.pdf)
 8. Freeden, M. and Stears, M. (2013) Liberalism. In: Michael Freeden, Lyman Tower Sargent, and Marc Stears (Eds.) The Oxford Handbook of Political Ideologies. Oxford University Press. P. 329 – 347.
(<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-020>)
 9. Galligan, B. (2008). Comparative Federalism. In: Sarah A. Binder, R. A. W. Rhodes, and Bert A. Rockman (Eds.) The Oxford Handbook of Political Institutions. Oxford University Press. P. 261 – 280.
(<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-14>)
 10. Gerschewski, J. (2013). The three pillars of stability: legitimation, repression, and co-optation in autocratic regimes. Democratization, 20(1), 13-38.
(<https://proxylibrary.hse.ru:2129/doi/pdf/10.1080/13510347.2013.738860?needAccess=true>)
 11. Gibson, J. L. (2008) Judicial Institutions. In: Sarah A. Binder, R. A. W. Rhodes, and Bert A. Rockman (Eds.) The Oxford Handbook of Political Institutions. Oxford University Press. P. 514 – 534.
(<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-26>)
 12. Golosov, G. V. (2012). The 2012 political reform in Russia: The interplay

- of liberalizing concessions and authoritarian corrections. *Problems of Post-Communism*, 59(6), 3-14. (<https://proxylibrary.hse.ru:2447/eds/pdfviewer/pdfviewer?vid=17&sid=b9580de2-9460-492b-beed-d1858e285a5d%40sdc-v-sessmgr02>)
13. Hall, P. A., & Taylor, R. C. (1996). Political science and the three new institutionalisms. *Political studies*, 44(5), 936-957. (<https://proxylibrary.hse.ru:2447/eds/pdfviewer/pdfviewer?vid=20&sid=b9580de2-9460-492b-beed-d1858e285a5d%40sdc-v-sessmgr02>)
 14. Hurd, I. (2008). Constructivism. In: Christian Reus-Smit and Duncan Snidal. *The Oxford Handbook of International Relations*. Oxford University Press. P. 298 – 316. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199219322.001.0001/oxfordhb-9780199219322-e-17>)
 15. Jackson, B. (2013) Social Democracy. In: Michael Freeden, Lyman Tower Sargent, and Marc Stears (Eds.) *The Oxford Handbook of Political Ideologies*. Oxford University Press. P. 348 – 363. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-030>)
 16. Kettl, D. F. (2008) Public Bureaucracies. In: Sarah A. Binder, R. A. W. Rhodes, and Bert A. Rockman (Eds.) *The Oxford Handbook of Political Institutions*. Oxford University Press. P. 366 – 284. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-19>)
 17. Nye Jr, J. S. (2013). Hard, Soft, and Smart Power. In: Cooper, A. F., Heine, J., Thakur, R., & Thakur, R. C. (Eds.). *The Oxford handbook of modern diplomacy*. Oxford University Press. P. 559 – 573. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199588862.001.0001/oxfordhb-9780199588862-e-31>)
 18. O'Sullivan, N. (2013) Conservatism. In: Michael Freeden, Lyman Tower Sargent, and Marc Stears (Eds.) *The Oxford Handbook of Political Ideologies*. Oxford University Press. P. 293 – 311. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199585977.001.0001/oxfordhb-9780199585977-e-005>)
 19. Sabetti, F. (2007). Democracy and Civic Culture. In: Carles Boix and Susan C. Stokes (Eds.) *The Oxford Handbook of Comparative Politics*. Oxford University Press. P. 340 – 362. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-15>)
 20. Shugart, M.S. (2008). Comparative Executive – Legislative Relations. In: Sarah A. Binder, R. A. W. Rhodes, and Bert A. Rockman (Eds.) *The Oxford Handbook of Political Institutions*. Oxford University Press. P. 344 – 366. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199548460.001.0001/oxfordhb-9780199548460-e-18>)
 21. Stein, A.A. (2008). Neoliberal Institutionalism. In: Christian Reus-Smit and Duncan Snidal. *The Oxford Handbook of International Relations*. Oxford University Press. P. 201 – 221. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199219322.001.0001/oxfordhb-9780199219322-e-11>)

22. Teschke, B. (2008). Marxism. In: Christian Reus-Smit and Duncan Snidal. *The Oxford Handbook of International Relations*. Oxford University Press. P. 163 – 187. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199219322.001.0001/oxfordhb-9780199219322-e-9>)
23. Turchenko, M. (2016). Why Are There so Many or so Few Parties? Factors of Party System Fragmentation in the Russian Regions. *Problems of Post-Communism*, 1-10. (<https://proxylibrary.hse.ru:2447/eds/pdfviewer/pdfviewer?vid=23&sid=b9580de2-9460-492b-beed-d1858e285a5d%40sdc-v-sessmgr02>)
24. Wohlforth, W.C. (2008). Realism. In: Christian Reus-Smit and Duncan Snidal. *The Oxford Handbook of International Relations*. Oxford University Press. P. 131-149. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199219322.001.0001/oxfordhb-9780199219322-e-7>)

Readings (optional)

1. Beramendi, P. (2007). Federalism. In: Carles Boix and Susan C. Stokes (Eds.) *The Oxford Handbook of Comparative Politics*. Oxford University Press. P. 752 – 781. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-31>)
2. Bogaards, M. (2012). Where to Draw the Line? From Degree to Dichotomy in Measures of Democracy. *Democratization* 19(4): 690–712. (<https://proxylibrary.hse.ru:2129/doi/pdf/10.1080/13510347.2011.613563?needAccess=true>)
3. Gel'Man, V. (2008). Party politics in Russia: from competition to hierarchy. *Europe-Asia Studies*, 60(6), 913-930. (<https://proxylibrary.hse.ru:2447/eds/pdfviewer/pdfviewer?vid=33&sid=b9580de2-9460-492b-beed-d1858e285a5d%40sdc-v-sessmgr02>)
4. Gel'man, V. (2014). The rise and decline of electoral authoritarianism in Russia. *Demokratizatsiya*, 22(4), 503. (<https://proxylibrary.hse.ru:2447/eds/pdfviewer/pdfviewer?vid=35&sid=b9580de2-9460-492b-beed-d1858e285a5d%40sdc-v-sessmgr02>)
5. Gel'man, V., & Ryzhenkov, S. (2011). Local regimes, sub-national governance and the 'power vertical' in contemporary Russia. *Europe-Asia Studies*, 63(3), 449-465. (<https://proxylibrary.hse.ru:2447/eds/pdfviewer/pdfviewer?vid=37&sid=b9580de2-9460-492b-beed-d1858e285a5d%40sdc-v-sessmgr02>)
6. Gilbert, L. (2016). Crowding Out Civil Society: State Management of Social Organisations in Putin's Russia. *Europe-Asia Studies*, 68(9), 1553-1578. (<https://proxylibrary.hse.ru:2447/eds/pdfviewer/pdfviewer?vid=39&sid=b9580de2-9460-492b-beed-d1858e285a5d%40sdc-v-sessmgr02>)
7. Golosov, G. V. (2014). Co-optation in the process of dominant party

system building: The case of Russia. *East European Politics*, 30(2), 271-285.

(<https://proxylibrary.hse.ru:2129/doi/pdf/10.1080/21599165.2014.899211?needAccess=true>)

8. Kitschelt, H. (2007). Party Systems. In: Carles Boix and Susan C. Stokes (Eds.) *The Oxford Handbook of Comparative Politics*. Oxford University Press. P. 522 – 554. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-22>)
9. Samuels, D. (2007) Separation of Powers. In: Carles Boix and Susan C. Stokes (Eds.) *The Oxford Handbook of Comparative Politics*. Oxford University Press. P. 752 – 781. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-29>)
10. Taagepera, R. (2007). Electoral Systems. In: Carles Boix and Susan C. Stokes (Eds.) *The Oxford Handbook of Comparative Politics*. Oxford University Press. P. 678 – 702. (<http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-28>)

Web-Resources:

Freedom House. Freedom in the World (<https://freedomhouse.org/report/freedom-world/freedom-world-2017>);

Vanhanen's Index of Democracy (<https://www.prio.org/Data/Governance/Vanhanens-index-of-democracy/>);

Polity IV Project (<https://www.prio.org/Data/Governance/Vanhanens-index-of-democracy/>);

Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	40
	Assignments for seminars / tutorials	+	25
	Preparation of the presentations (homework)	+	15
	Preparation and writing an essay	+	22
	Preparation for the final test	+	12

	Preparation for the exam	+	20
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	Each lecture is supported by .ppt – presentation (a laptop and a projector are required), the Internet access is preferred. To facilitate educational process the Learning Management System is used.		
Course Instructors	Senior Lecturer Yury Kabanov, ykabanov@hse.u		
Peculiarities of learning technologies for students with disabilities	<p>In case of necessity, students with disabilities may by their application be provided with the following learning technologies, adapted to the peculiarities of their health conditions:</p> <ol style="list-style-type: none"> 1) <i>For students with vision disabilities</i>: in printed form with larger fonts, in electronic form, in audio format, individual consultations assisted by specialists in audio description and sign language, individual assignments and consultations; 2) <i>For students with hearing disabilities</i>: in printed form, electronic form, subtitled video-materials, individual consultations assisted by specialists in sign language, individual assignments and consultations; 3) <i>For students with locomotor disabilities</i>: in printed form, in electronic form, in audio format, individual assignments and consultations. 		

Annex 1

Course Content

UNIT 1. INTRODUCTION TO POLITICAL SCIENCE

Lecture 1. Political Science Basics

Science and Scientific Explanation. “Clocks and Clouds” (Karl Popper). Scientific Categories. Classical Definition. Systems of Concepts. Ladder of Abstraction. Matrices. Paradigms. Politics. Policy. Polity. Political Science vs. Politics.

Lecture 2. Political Power and Legitimacy

Political Power: Interpretations and Definitions. “Three Faces of Power” (S. Lukes), “Hard Power”, “Smart Power” and “Soft Power” (J. Nye). Power and Legitimacy (M. Weber, R. Dahl).

Seminar 1. Political Power and Legitimacy

Be ready to discuss the following questions:

- 1) What is political power and “power politics”?
- 2) What explanations of political power are given in the literature? What explanation do you consider the most plausible and why?
- 3) What dimensions and types of political power can be distinguished? Give examples of how power dimensions are exercised in politics and everyday life.
- 4) What is political legitimacy? Name the differences between traditional, charismatic and rational (legal) types of legitimacy.

Lectures 3-4. Paradigms of Political Science

The Notions of Paradigm and Theory. Political Science Origins. Old Institutionalism. Chicago School. Behavioral Revolution in Political Science. System Approach and Structural Functionalism. Rochester School. Rational Choice. New Institutionalism and Its Variations.

Seminars 2-3. Paradigms of Political Science

Read the assigned literature and prepare a ppt. – presentation (in small groups, up to 25 minutes), devoted to one of the PS paradigms: behaviorism, system theory & structural functionalism, rational choice or new institutionalism.

A presentation must answer the following questions:

- What are the origins of the paradigm? What scientific discipline did it borrow basics from? Can you name any political scholars, advocating for it?
- What were the reasons of the paradigm to emerge?
- What are its key assumptions, concepts and scope of inquiry?
- What scientific methods would these concepts mostly employ?
- What are the key advantages and shortcomings of the paradigm?

Lecture 5. Political Ideologies

The notion and origins of Political Ideologies. Liberalism. Conservatism. Social Democracy and Communism. Nationalism. New Ideologies. Ideologies in the Modern World.

Seminar 4. Political Ideologies

Let's assume you are a member of the party with a certain ideal-type ideology (liberalism, conservatism, social democracy or communism). Make up small groups and develop a statement on the problem of taxation and ways to dealing with it, based on the ideology. Work out and present at least five statements of your party manifesto related to the problem.

UNIT 2. POLITICAL INSTITUTIONS

Lecture 6. Political Regimes: Democracies

Political Regime: Definitions. Aristotle's Six Types of Government. The Ideas of Democracy in Political Philosophy. Minimalist Concept of Democracy (J. Shumpeter). Dahl's Concept of Polyarchy. Dimensions of Democracy: Representative vs. Direct, Deliberative vs. Agonistic.

Seminar 5. How We Can Measure Democracy?

In small groups, choose one of the popular democracy measurement techniques (Freedom House, Polity IV, Index of Democracy by The Economist Intelligence Unit or Vanhannen Index). What elements do these indices measure? What concept of democracy (minimalist or polyarchy) do they relate more?

Lecture 7. Hybrid and Authoritarian Regimes

Totalitarian Regimes. Transition Paradigm and Hybrid Regimes. Types and Features of Authoritarianism. Electoral and Competitive Authoritarianism. Democratization of Authoritarian Regimes and Authoritarian Consolidation. Institutions in Autocracies. Legitimacy, Repression and Cooptation in Autocracies.

Seminar 6. Autocracies and Hybrids

Read the assigned articles and answer the questions:

- 1) How can authoritarianism be defined? What are the main differences between authoritarian and totalitarian regimes?
- 2) In what aspects authoritarian countries may resemble democracies? What is hybrid regime? Why do autocracies sustain "democratic" institutions?

Lecture 8. Division of Power: Presidents, Cabinets and Assemblies.

Horizontal Division of Power. Head of State, Cabinet, Assembly (Legislature) and their functions. Hierarchical and Transactional Division of Power. Systems of Government: Presidential, Parliamentary, Semi-Presidential systems.

Seminar 7. Systems of Government

In small groups, choose one of the following countries (the USA, Russia, France and Germany), and explain their system of government using the Constitutions of the country and the Shugart -Carey criteria.

Lecture 9. Judiciary, Bureaucracy and Media

Non – elective Institutions. Judiciary and its Political Functions. Types of Judicial Systems. Bureaucracy: Weber's Ideal Type and Its Limits. Political Role of Bureaucracy. Mass Media, Social Media and Media Effects.

Seminar 8. Courts, Bureaucracy and the Media

In small groups, prepare and present a report on the political role, played by one of the political institutions: courts, bureaucracy or the mass media.

Lecture 10. Unitary and Federal Systems

Types of state: Unitary, Federal and Confederative. Federalism: Background and Distinctive Traits (W. Riker, P. Ordeshook, D. Elazar). Decentralization in Unitary States. Federalism and Political Regime. Regional Policy.

Seminar 9. Federalism

Read the literature and be ready to discuss the following questions:

- 1) How can we define federalism?
- 2) What are virtues and problems of federal systems?
- 3) What factors (dilemmas) should be taken into account to maintain a regional policy for a federal state?

UNIT 3. POLITICAL PARTICIPATION

Lecture 11. Political Culture and Human Rights.

Human Rights origins and contemporary interpretations. Human Rights generations. Discussion on the universality of Human Rights. Human Rights advocacy and political process.

Civic / political culture (G. Almond, S. Verba). Parochial, Subject, Participant political cultures. Social Capital. Political Socialization. Civil Society and its dimension.

Seminar 10. Political Culture

Read the assigned materials and answer the following questions:

- 1) What is political culture and how it can be measured?
- 2) What can be the political consequences of certain political culture dominance?
- 3) What channels of political socialization can you enumerate?

Lecture 12. Public Opinion and Interest Groups

Public Opinion. Public Opinion Polls. Interest Groups and Advocacy in Politics. Lobbying. Models of Interest Representation. Pluralism, Corporatism, Neocorporatism.

Seminar 11. Lobbying and Interest Representation

Read the required literature and discuss the following:

- 1) What is an interest group and what kinds of interest groups can you enumerate?
- 2) What is lobbying? What positive and negative aspects of lobbying can you mention?
- 3) Compare plural and neocorporatist models of interest representation. What are advantages and disadvantages of both?

Lecture 13. Parties and Elections

Origins of Political Parties. Types of Political Parties: Mass and Cadre Parties (M. Duverger). Catch-all Parties. Parties vs. Interest Groups. Functions of Political Parties. Party Systems Classifications (M. Duverger, G. Sartori). Effective Number of Parties.

Electoral System. Types of Electoral Systems: Plural, Proportional and Mixed. Electoral Formula. Interaction between Electoral and Party Systems: Duverger's Law. Electoral Engineering. Gerrymandering.

Seminar 12. Parties and Elections

Read the assigned materials and lecture materials and answer the questions:

- 1) What is a political party and how it differs from an interest group?
- 2) What types of political parties can you enumerate? Explain the phenomenon of catchall parties?
- 3) What are advantages and disadvantages of different electoral systems?
- 4) Why and how does Duverger's Law work?
- 5) How can elections be manipulated via electoral engineering (electoral formula)?
- 6) What is Down's theory of voting?

Seminar 13. Political Process in Russia

Read the assigned materials and prepare group presentations regarding different aspects of party and electoral systems of the Russian Federation.

UNIT 4. INTERNATIONAL RELATIONS AND WORLD POLITICS

Lecture 14. International Relations & World Politics.

International Relations vs. World Politics. International Relations: Discipline Development. Basic paradigms of International Relations: (Neo-) realism, (neo-) liberalism, constructivism, neo-Marxism. National Interest. Globalization.

Seminar 14. Final Test & Summary of the Course

The last seminar is devoted to the final test to revise all topics of the course, as well as to the general discussion on the key concepts.

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Final Test		*		
	Essay		*		
	Homework (presentations)	*	*		
	Class Activities (in-class participation and mini-quizzes)	*	*		
Summative Assessment	Exam		*		

Assessment Criteria

1. Formative Assessment

Class Activities (Q_{class})

In-Class Participation ($Q_{activities}$)

During the seminars – discussion groups of the assigned literature, lecturers take notes on the activities of each student, quantity and quality of his / her answers, an overall contribution to the discussion.

At the end of the seminar, the lecturer evaluates the contribution by the following criteria:

Grades	Assessment Criteria
«Excellent» (8-10)	Active participation throughout the seminar, both qualitative and quantitative contribution to the discussion, showing excellent comprehension of the assigned literature, without mistakes or some mistakes (1-2), original thinking and strong evidence of preparation.

«Good» (6-7)	Not constant participation, but the contribution to the discussion is valuable (one detailed answer, or 3-4 short commentaries), some minor mistakes (3-4) are made, showing evidence of preparation to the seminar.
«Satisfactory» (4-5)	The student does not participate in the discussion, but shows a satisfactory level of material comprehension when deliberately asked by a lecturer, with some problems (hesitation) in answering follow-up questions.
«Fail» (0-3)	The student does not show up at the seminar without a good excuse, or shows no material comprehension when asked by a lecturer, not able to answer questions using relevant information.

Mini-Quizzes during the Seminars (Q_{tests})

Mini-quizzes may contain up to 6 questions to be answered in 12 minutes. The questions can be done in several forms: multiple choice, matching, true or false, selection and ranging, fill in the gaps, open questions (fill in the table, write a definition, draw a scheme). The questions are based on the course materials (lecture and mandatory readings) for each topic.

The grade for each quiz is calculated as number of points obtained for correct answers divided by the total points possible to obtain, multiplied by 10. Then the result is rounded arithmetically.

Grades Conversion

Grades	Points
10 (excellent)	10
9 (excellent)	9
8 (excellent)	8
7 (good)	7
6 (good)	6
5 (satisfactory)	5
4 (satisfactory)	4
3 (fail)	3
2 (fail)	2
1 (fail)	1
0 (fail)	0

Essay (Q_{essay})

Important information on preparation of an essay is available in Annex 3. Each essay is assessed by 10-point scale according to the following components:

- Theoretical grounding / use of literature (3 points max.);
- Practical examples / term application (3 points max.);
- Quality of argument (2 points max.);
- Academic writing and standards (2 points max);

The final grade (0 to 10) is a sum of points received according to the criteria below.

Components	Assessment Criteria
Theoretical grounding and use of literature	3 points: excellent work and critical assessment of the relevant literature, the theory (theories) is (are) relevant to the chosen topic. The literature can be mostly attributed to the academic sources (articles, monographs). All indicative terms are defined correctly. The paper shows strong and explicit knowledge of theories by the author.
	2 points: overall good work with theories and literature. Theories are relevant to the chosen topic, but there are some drawbacks or mistakes (1-2) in their interpretation. The literature can be mostly attributed to the academic sources (articles, monographs), but is not always relevant to the topic. Most indicative terms are defined correctly. The paper shows deep and good knowledge of theories by the author.
	1 point: fair work with theories, which are either not relevant to the chosen topic or described very basically, most indicative concepts are not defined or defined incorrectly, most literature is either not relevant or not academic, or the author uses secondary sources (textbooks rather than original articles). The paper shows very basic knowledge of theories.
	0 points: no theories (literature) are used, or fundamental mistakes are made. The paper shows very sporadic and not systemized knowledge of the theories and concepts.
Practical examples / theory application	3 points: The case (cases) selected is relevant to the chosen topic and theory, fully and correctly presented. The case is given and described in terms of the chosen theory, all terms and concepts from the theory are operationalized in case description.
	2 points: The case (cases) selected are relevant to the chosen topic and theory, overall correctly presented, with some minor mistakes or drawbacks (1-2) in theoretical concepts' operationalization. The case is mostly described in terms of the chosen theory;
	1 point: The case selected is relevant to the theory, but mostly described as a narration without operationalization using the concepts, or there are more

	<p>than 2 minor mistakes, or there are major mistakes or drawbacks in application of the theory.</p> <p>0 points: The case selected is not relevant to the theory and topic, is given without any relation to the theory, or is not presented at all.</p>
Quality of argument	<p>2 points: The argument of the essay is clearly presented, logically coherent, well-structured, followed by critical evaluation of the theory and / or cases.</p>
	<p>1 point: The argument of the essay is clear, well-structure, but lacks elements of the logical coherence or critical evaluation.</p>
	<p>0 points: The essay lacks logical coherence, critical judgement or argument at all.</p>
Academic writing	<p>2 points: The essay, with some mistakes (1-3), corresponds to the criteria of academic texts (rules of citing, references) and follows academic style of narration.</p>
	<p>1 point: The essay overall follows the criteria of academic texts (citing, references), but with some major mistakes and inconsistencies in citing and referencing rules (more than 3), or the academic style of writing is not observed.</p>
	<p>0 points: There are fundamental mistakes in referencing, citing (e.g. no references are given), provided there are no signs of deliberate plagiarism.</p>

Grades Conversion

Grades	Points
10 (excellent)	10
9 (excellent)	9
8 (excellent)	8
7 (good)	7
6 (good)	6
5 (satisfactory)	5
4 (satisfactory)	4
3 (fail)	3

2 (fail)	2
1 (fail)	1
0 (fail)	0

Home Assignment (Group Presentations, Q_{home})

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured presentation, based on the required literature and covering all important aspects. Extra sources are an advantage. Shows strong evidence of preparation and broad background knowledge. All members contribute equally and each contribution builds on the previous one clearly. The logic of the presentation is clear, materials are visualized and explained in a comprehensible way. Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized presentation, using most of the required literature, most of the questions are answered correctly (with some possible mistakes occurring). There is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. With some minor drawbacks, the logic of presentation is visible and clear, materials are visualized and explained. There are problems, errors and hesitation in answering follow-up questions.
«Satisfactory» (4-5)	The presentation considers only very basic material, the required literature is not used, most of the questions are not answered or answered with major mistakes. The presentation is largely unstructured, with irrelevant points. Most of the work is done by one or two students and the individual contributions do not add up, there are major problems in visual and textual comprehension. Students fail to answer most of the follow up questions.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Final Test ($Q_{\text{final_test}}$)

The final test covers the materials from lectures and mandatory readings of all the course content, contains:

- **part A** with 10 multiple choice questions 1 point each, 10 points in total
- **part B** with 5 questions of other types (fill in the gaps, ordering, matching), the total number of points is 6.

- **part C** with 1 open question (4 points)

The total number of points is 20. The grade is calculated as number of points obtained for correct answers divided by the total points possible to obtain, multiplied by 10, and then rounded arithmetically.

Grades Conversion

Grades	Points
10 (excellent)	10
9 (excellent)	9
8 (excellent)	8
7 (good)	7
6 (good)	6
5 (satisfactory)	5
4 (satisfactory)	4
3 (fail)	3
2 (fail)	2
1 (fail)	1
0 (fail)	0

Samples of questions can be found in Annex 3.

2. Summative Assessment

Exam

Examination is carried out in written form and last for 2 academic hours. Students are informed about the final list of questions well in advance. At the exam a student receives a question card with two questions, and is to write down a small essay (narration) based on these questions.

The provisional list of questions for the examination:

- 1) Interpretations, Dimensions and Explanations of Political Power;
- 2) Types of Political Legitimacy;
- 3) PS Paradigms: Behaviorism;
- 4) PS Paradigms: Rational Choice Theory;
- 5) PS Paradigms: System Theory and Structural Functionalism;
- 6) PS Paradigms: New Institutionalism;
- 7) Political Ideologies: Liberalism;
- 8) Political Ideologies: Conservatism;
- 9) Political Ideologies: Socialism;
- 10) Political Ideologies: Nationalism;

- 11) Interpretations and Measurement of Democracy;
- 12) Totalitarian and Authoritarian Regimes;
- 13) Electoral and Competitive Authoritarianism;
- 14) Horizontal Division of Power and Systems of Government;
- 15) Political Role of Courts;
- 16) Bureaucracy and its Role in Politics;
- 17) The Media and Media Effects in Politics;
- 18) Federalism;
- 19) Political Culture and Civil Society;
- 20) Human Rights;
- 21) Interest Groups and Interest Representation Models;
- 22) Origins, Types and Functions of Political Parties;
- 23) Party System: Definitions and Classifications;
- 24) Types of Electoral Systems;
- 25) Basic Paradigms of International Relations Theory: (Neo-) realism and (neo-) liberalism;
- 26) Basic Paradigms of International Relations Theory: constructivism and neo-Marxism.

Each answer of two is assessed separately, then the average of 2 marks for 2 answers is calculated, which forms the final mark.

Written answers are assessed using the following criteria

Component	Assessment Criteria
Coverage of material (4 points max)	4 points: the answer covers all important and relevant aspects, the answer is full, and may give a broader background knowledge, shows strong evidence of preparation, knowledge of required theories and concepts.
	3 points: the answer covers the majority of all relevant aspects, although some (1 or 2) significant aspects are missing, shows strong evidence of preparation and knowledge of required theories and concepts.
	2 points: the answer gives correct and full knowledge of relevant aspects, but 3-4 significant aspects are missing, thus the question is only partially covered.
	1 point: the answer gives very limited coverage of the material, most of the text is either irrelevant, or cannot be a proof of strong preparation and knowledge
	0 points: no relevant answer is given
Factual basis (3 points max)	3 points: the answer is based on the relevant and full factual data, regarding names, definitions, theories, dates (if applicable)
	2 points: the answer contains factual data (names, definitions, theories, dates (if applicable), but is missing more than important and relevant factual items, which proves the answer to be rather general
	1 point: the answer contains very little factual data (names, definitions, theories, dates (if applicable), the absolute majority of statements can be

	referred to general statements and common judgements. There is little evidence that the answer is based on factual information rather than on general background of the student.
	0 points: no factual information is given, or it is irrelevant, or the assessment is impossible as no relevant answer is given (coverage of material is 1 or 0).
Errors (2 points max)	2 points: no serious errors in terms, concepts, theories application are committed
	1 point: several not minor errors (1-4) or 1-2 significant error in terms, concepts, theories application are committed
	0 points: more than 4 minor or more than 3 significant errors in terms, concepts, theories application are committed, or the assessment is impossible as no relevant answer is given (coverage of material is 1 or 0).
Writing (1 point max)	1 point: the answer is given in a consistent and coherent, essay-like manner
	0 points: the answer is not coherent, not essay-like (just points, bullet items etc.), or assessment is impossible as no relevant answer is given (coverage of material is 1 or 0).

Grades Conversion

Grades	Points
10 (excellent)	10
9 (excellent)	9
8 (excellent)	8
7 (good)	7
6 (good)	6
5 (satisfactory)	5
4 (satisfactory)	4
3 (fail)	3
2 (fail)	2
1 (fail)	1

0 (fail)	0
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Recommendations for Students

Quizzes and Final Test

Apart from checking whether the students are prepared for a given seminar or have successfully completed the course, the aim of the quizzes and tests is to check if the students know paradigms, theories and terms in political science, understand the current scientific discourse on major problems and trends in politics and demonstrate deep knowledge and critical understanding of theories, principles, concepts and methodologies in political science.

In order to better prepare for the quizzes during the seminars, as well as the final test, it is highly recommended to read through the lectures (slides), as well as mandatory readings. Optional readings are not included into the quizzes or final tests (although they are highly advised to be read). The last slide of each lecture (presentation) contains a check-list with all important aspects of the topic a student should know. Having read the lecture and the literature, the students are advised to check themselves using this check-list.

Samples of quiz questions:

Q1. Which of the mentioned scholars especially emphasized that the planned economy could be a reason for totalitarianism:

a) Z. Brzezinski;

b) F. von Hayek;

c) H. Arendt;

d) J. Linz

Q2. Write down the six criteria of poliarchy developed by Robert Dahl:

Q3. Fill in the gaps:

- (1) Polity - _____*
- (2) Aristocracy - _____*
- (3) _____ - Tyranny*

Samples of final test questions:

Part A

The founder of the Chicago School in PS was:

- a) *Harold Lasswell*
- b) *Paul Lazarsfeld*
- c) *Charles Merriam*
- d) *John Roskin*

The idea of general welfare for citizens is mostly developed in:

- a) *Nationalism*
- b) *Social Democracy*
- c) *Conservatism*
- d) *Liberalism*

Part B

Political regimes that combine _____ (1) and democratic traits are sometimes called _____ (2) _____

Match the versions of New Institutionalism to the concepts they are usually associated with

A) Rational Choice	1) Appropriateness	a) Values
B) Historical	2) Path dependence	b) Equilibrium
C) Sociological	3) Calculation	c) Critical junctures

Part C

Name four arenas of contestation in competitive authoritarianism, according to Levitsky and Way

Essay

The essay is a written task, aiming at assessing the abilities of the student to understand the structure of the contemporary global political system, to discuss basic issues of political development, to retrieve, collect, process and analyze information, as well as demonstrate deep knowledge and critical understanding of theories, principles, concepts and methodologies in political science

In the essay students are to elaborate on one of the theoretical concepts studied during the semester. The task is to apply one or several theories or concepts to describe and / or explain a current case in the international relations or politics.

The suggested list of theories is the following (other variants are possible):

- (1) Political power, dimensions and explanations of power;
- (2) PS paradigms: systems theory, rational choice theory, new institutionalism;
- (3) Political regime: democracy, authoritarianism, hybrid forms;
- (4) The media and media effects;
- (5) IR Paradigms.

The assignment is recommended to be done in the following steps:

- Choose a current political event that seems interesting or puzzling for you. You may use the media sources to find a suitable news;
- Think of what might need explanation or clarification in this event, what theory / concept may be helpful;
- Apply the theory you have chosen to the event, by matching a suitable empirical (real) object and a theoretical concept;
- Write a narrative, interpreting the news in the terms of the concept.

The suggested structure of the essay is the following:

- Brief introduction of an event;
- Brief introduction of the theory, explanation why you have selected this theory / concept;
- Operationalization: matching the empirical objects to the concepts;
- Interpretation of the event in terms of the theory;
- Conclusion: advantages and limitations of the chosen theory in explaining / describing the event.

The general requirements and evaluation criteria of the essay are:

- Length: 10-15 thousand characters (including spaces);
- The essay should be based on academic literature (no fewer than 4 items) and supported by examples from the news reports and other empirical evidence;
- The essay should contain coherent argument, with introduction and conclusion, showing critical assessment of a theory in its application to an empirical case;
- The essay should meet the criteria of an academic text in terms of style, as well as citing and referencing. Students are free to choose any reference style, but the chosen style should be observed throughout the whole essay (The guide for making references is available in LMS).
- The paper must not contain any signs of plagiarism (<https://www.hse.ru/en/studyspravka/plagiat>).

Home Assignments (Group Presentations)

Group presentations aim at assessing the abilities of the student to understand the current scientific discourse on major problems and trends in politics, to participate in discussion on basic issues of political development, as well as to train students' capacities in project work, planning and teamwork.

The general recommendations for successful presentation are the following:

- While lecturers create online spreadsheets to help you easily choose a group, you may use different means to facilitate group work online and offline. It is highly advised to mix compositions of presentation teams overtime to collaborate with more students during the course;
- Do not forget to focus on specific objective of the presentation (questions and assignments for each are given in the syllabus). The presentation must follow the required objective, although you are free to be creative in structuring and presenting information;
- It is highly recommended all members of the team read the required literature the presentation should be based on. Presentation can be based on extra materials (provided they are relevant and trustworthy), but contain mandatory literature as well;
- It is important to have several scheduled meetings (online or offline) to set the tasks of each participant, develop the structure of the presentation, divide responsibilities. The group should observe equality in contribution of each member. The teamwork should be explicit, the logic of presentation should be smooth and coherent;
- The content of the presentation should be adapted for better audial and visual comprehension for the audience. It is recommended to make up slides with key ideas, using readable font and size, as well as other means of visualization (schemes, tables, graphs, images with open licenses etc.);
- Try to avoid reading while presentation, try to maintain eye-contact and draw attention of the audience.