1. **Title of the module**

POLI6460 (PO646) Presidents, Parliaments and Democracy

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

This module is an option for all undergraduate programmes offered by the School of Politics and International Relations.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

1: Demonstrate a good knowledge of the theories and literature addressing consequences different executive formats and variation within these formats for democratic government.

2: Demonstrate the ability to critically evaluate the strengths and weakness of these theories with reference both to their theoretical coherence and empirical evidence.

3: draw upon a range of case specific and comparative evidence to support their arguments.

4: Be familiar with key problems in the empirical study of the effects of constitutional design.

5: identify different ways of conceptualizing and measuring different aspects of democratic performance and be able to consider the implications of these measures for our knowledge of the consequences of constitutional design.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

1: apply concepts, theories and methods used in the study of politics to the analysis of political institutions and outcomes;

2: describe and evaluate different arguments and theories that seek to explain the outcomes of political processes.

3: describe, and evaluate different approaches to analysing political data

4: Construct clearly reasoned arguments supported by empirical evidence.

5 Communicate effectively and fluently in speech and writing;

6: Work independently, demonstrating initiative, self-organization and time-management

1. **A synopsis of the curriculum**

This module introduces students to central debates about the influence of different executive formats on democratic government. The course examines the differences between and within presidential, parliamentary and semi-presidential constitutions and examines their consequences for the quality of democracy and for policy outcomes. The course initially focuses on identifying the key institutions and processes that shape the behaviour and strategies of politicians in the executive, before moving on to consider the consequences of these for governance, policy-making and democratic stability. Throughout the central focus is on understanding the extent and the ways that formal political institutions may shape how politicians respond to citizen preferences, bargain with each other to resolve political conflict and choose policies. Student will be exposed to different ways of thinking about the impact of political institutions on politics, different ways of conceptualizing and measuring democratic performance and encouraged to think about how a broad range of other factors may interact with constitutional formats to shape outcomes. The approach used will be broadly comparative and will use case-specific and cross-national evidence from both developed and less developed democracies in all regions of the world.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Cheibub, José Antônio. 2007. Presidentialism, parliamentarism, and democracy. Cambridge University Press.
* Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. 2008. Principles of Comparative Politics. CQ Press.
* Strom, Kaare. 2003. Delegation and accountability in parliamentary democracies. Oxford; New York: Oxford University Press.
* Tsebelis, George. 2002. Veto players : how political institutions work. Princeton N.J.: Princeton University Press.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay 1, 1500 words, 25%
* Essay 2, 1500 words, 25%
* Exam, 2 hours, 50%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essays | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018