1. **Title of the module**

POLI3270 (PO327) - Introduction to Comparative Politics

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

School of Politics and International Relations

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

Level 4

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**

Politics BA;

Politics and International Relations BA;

Politics and International Relations with a Language BA;

Politics and International Relations with a year in North America BA;

Politics and International Relations with a year in Continental Europe BA;

Politics and International Relations with a year in China/Hong Kong BA;

Politics and International Relations with a year in Japan BA;

Politics and International Relations with a year in the Asia-Pacific BA;

Politics and International Relations with Quantitative Research BA;

War and Conflict BA;

Politics and Law BA;

History and Politics BA

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. understand what is meant by comparative politics and be familiar with the comparative method
3. be familiar with the main debates and issues in the comparative study of political institutions and processes
4. classify political systems according to different criteria
5. demonstrate a basic understanding of how executive, legislative and judicial institutions are structured
6. demonstrate a basic understanding of how citizens behave politically in relations to such institutions
7. demonstrate a basic understanding of the intermediate actors that link citizens and government (such as political parties, interest groups and the media)
8. be familiar with some of the major data sources in the sub-field of comparative politics and with how they can be used to explore key questions addressed by the sub-field
9. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
10. examine and evaluate different ways of thinking about political phenomena
11. be reflective and self-critical in their work
12. communicate ideas effectively and fluently orally and in writing
13. use qualitative and quantitative data effectively to support an argument
14. use information and communication technology for bibliographical searches
15. work independently, demonstrating initiative, self-organisation and time-management
16. **A synopsis of the curriculum**

The module introduces students to the empirical study of the key structures, institutions and processes in political life. It does so through the lens of the comparative method, in which political systems are compared and contrasted to test hypotheses about the factors producing similarities and differences across countries and over time. The module first introduces the comparative method, and then discusses the different ways in which political systems can be organized and classified. It focuses on the three key powers in all political systems – executive, legislative and judicial – the ‘intermediate’ actors that link people to their governments, namely political parties, interest groups and the media, and how citizens behave politically in relations to such institutions and actors. Throughout the module, students are encouraged to identify the factors and the processes leading to different political outcomes across states and over time and to use both qualitative and quantitative data to support their arguments.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Hague, Rod, Martin Harrop and John McCormick. 2016. *Comparative Government and Politics – An Introduction*. 10th ed. Basingstoke: Palgrave Macmillan
* Caramani, Daniele (ed.). 2017. Comparative Politics. 4th ed. Oxford: Oxford University Press
1. **Learning and teaching methods**

Total contact hours: 27

Private study hours: 123

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay, 2000 words (50%)
* Exam, 2hrs (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)***

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  |
| Seminars and Data Workshops | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay (50%) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exam (50%) | **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.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| June 2014 |  | Jan 2015 |  |  |
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Revised FSO Jan 2018