



**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Political Science 2  
**Descriptive Title:** Introduction to Comparative Politics  
**Course Disciplines:** Political Science  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

In this course students will analyze political systems of different countries in a comparative context. Emphasis will be placed on studying the differences and similarities of governmental systems found in developed democratic nation-states. Developing countries, regional systems, and new democracies will also be analyzed to illustrate the complex nature of creating and maintaining a functioning nation-state system.

**Conditions of Enrollment:**

**Recommended Preparation:** Political Science 1 AND English 1 or eligibility for English 1A or qualification by appropriate assessment

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>3.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** X Effective Date: Prior to July 1992

**General Education:**

**El Camino College:**  
**2C – Social and Behavioral Sciences – General**  
 Term: Other: Approved

**CSU GE:**  
**D8 - Political Science, Government, and Legal Institutions**  
 Term: Other: Approved

**IGETC:**  
**4H - Political Science, Government & Legal Institutions**  
 Term: Fall 1991 Other:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Political Systems: In a written essay, the students will discuss and critically analyze both differences and similarities found among different political systems as they pertain to the functions that their institutions perform.
2. Institutional Choices: In a written essay, students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems and the impact they have on the policymaking process.
3. Democracy: In a written essay, students will demonstrate knowledge of and analyze the various concepts of democracy and how these differences impact the system of government.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify and assess the basic theory of comparative political analysis and the commonly applied methodology.
  - Essay exams
2. Identify and evaluate the structures and functions common to all political systems.
  - Essay exams
3. Analyze the geopolitical, cultural, and historical antecedents of nation-states for comparative analysis.
  - Essay exams
4. Evaluate cultural-political systems in developing non-democratic nationstates.
  - Essay exams
5. Assess procedures used in democratic political systems in the determination of policy and legislation.
  - Essay exams
6. Evaluate and examine the major institutions that contribute to the political process.
  - Essay exams
7. Describe and analyze the European Union as a model of regional integration.
  - Essay exams
8. Identify and evaluate current government systems.
  - Essay exams
9. Distinguish among regime types and their central features.
  - Essay exams
10. Assess the ways in which political parties, interest groups, and public opinion effect the political process.
  - Essay exams

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

<b>Lecture or Lab</b>	<b>Approximate Hours</b>	<b>Topic Number</b>	<b>Major Topic</b>
Lecture	2	I	Comparative Politics A. Politics in Global Relations B. Comparative Tools and Methods C. Defining of Basic Terms
Lecture	6	II	Survey of Comparative Theory A. Classic Approach: Aristotle's Typology B. Democratic Political Culture and Political Action C. Grand and Mid-Range Theories D. Theory Regarding Regime Stability and Transitions
Lecture	4	III	Basics of Constitutional Arrangements in a Democratic Government A. Types of Institutional Structures Necessary for Governmental Functions B. Procedural and Substantive Requirements of Democracy
Lecture	6	IV	Current Governmental System of Great Britain: Geopolitical, Cultural, and Historical Antecedents A. Compare to the United States B. Role and Impact of Political Parties and Interest Groups on the Political Process
Lecture	6	V	Current Governmental System of France: Geopolitical, Cultural, and Historical Antecedents A. Parliamentary and Presidential Models B. Citizen Participation C. Policy Making Progress
Lecture	6	VI	Current Governmental System of Federal German Republic: Geopolitical, Cultural, and Historical Antecedents A. Advantages and Disadvantages of Unitary Versus Federal Systems B. Impact of Different Electoral Systems on Party Politics
Lecture	6	VII	Current Governmental System of Russia: Geopolitical, Cultural, and Historical Antecedents - Problems in Adopting Democratic Forms of Government A. Political Development in the Post-Soviet Period B. Judicial Development and Rule of Law
Lecture	7	VIII	Economic and Political Forces That Push Nation States Toward More Regional and Integrative Forms of Government A. Geopolitical and Historical Antecedents of the European Union

			B. Current Institutions: Problems and Prospects for Further Integration C. European Union as a Model for Other Attempts at Regional Integration in the Developing World
Lecture	7	IX	Current Governmental System of China: Geopolitical, Cultural, and Historical Antecedents A. Role of Political Parties - Interest Groups and Public Opinion on Political Process B. Compare Problems of Non-Democratic Nation States with Problems of Developing Democracies C. Possibility of Democratization
Lecture	4	X	Latin America (Brazil and Mexico): Transition Towards Democracy A. Socio-Historical Antecedents B. Consolidation of Political Systems C. Party Systems and Branches of Government
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

For decades, political scientist have struggled to accurately define and apply the word *democracy* to their research, causing it to circulate, “as a debased currency in the political marketplace” and inhibit our understanding of democracies, democratization, and the successes and failures of perceived democratic societies. In their respective articles, Schmitter & Karl (1991), and Collier & Levitsky (1997) attempt to tackle this issue head on. Read their articles *What Democracy Is . . . And Is Not* (1991) and *Democracy with Adjectives: Conceptual Innovation in Comparative Research* (1997) and write a four- to six-page paper in which you critically analyze their assertions of what democracy is and how to properly use the word. Be sure to support your claims.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Many political scientists argue that a parliamentary system is preferable to a presidential one. Write a three- to five-page essay that assesses the reasoning behind this conclusion. Defend your analysis by giving specific examples from one or more countries representing each model, such as the British parliamentary system compared to the United States presidential system.
2. Research a two-party and a multiparty electoral system in at least two of the countries we have studied. In a three- to five-page essay, explain the advantages and disadvantages of each and analyze Duverger's contention that the number of political parties in each is profoundly affected (if not absolutely determined) by the electoral system used in each country.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

- Essay exams
- Term or other papers
- Multiple Choice
- Completion
- Matching Items
- Other (specify):
  - Group project and/or oral presentation

**V. INSTRUCTIONAL METHODS**

- Discussion
- Group Activities
- Lecture
- Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

- Study
- Answer questions
- Required reading
- Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Patrick H. O'Neil, Karl J. Fields, Don Share. Cases and Concepts in Comparative Politics, 1<sup>st</sup> ed. W. W. Norton & Company, 2018.

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
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**B. Requisite Skills**

Requisite Skills
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**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
Course Recommended Preparation AND Political Science-1	
English 1	<b>Category:</b> Course <b>Justification:</b> This course involves reading college level textbooks and answering essay questions. A student's success in this class will be enhance if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	<b>Category:</b> Non-Course <b>Justification:</b> This course involves reading college level textbooks and answering essay questions. A student's success in this class will be enhance if they have these skills.

**D. Recommended Skills**

Recommended Skills
<p>Students who have taken Political Science 1 have knowledge of concepts, theories, and functions of the American political system. This gives them a better chance for success in this course.</p> <p>POLI 1 - Identify the theoretical foundations and the applications of the American political system.</p> <p>POLI 1 - Analyze major political institutions: the presidency, bureaucracy, Congress, Judiciary, elections, political parties, and interest groups.</p> <p>POLI 1 - Examine and assess the implementation of democracy, including the different perspectives of elitism, pluralism, and majoritarianism.</p> <p>POLI 1 - Evaluate and analyze the interdependence of economics and politics.</p> <p>Student's need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and papers.</p> <p>ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Helmut Bader on 01/01/1964.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/18/2019

Last Reviewed and/or Revised by: Laurie Houske

Date: 9/20/2019