

Core IV

Comparative Governments

Course Objectives:

This course will familiarize the students with the basic concepts and approaches to the study of comparative governments. It enables the students to critically examine politics in historical and contemporary perspectives while engaging with various themes of comparative analysis in developed and developing countries. This course is designed to address the various elements of constitutional systems in the world including political parties, interest groups, election process, in addition to an analysis of the dominant executive, legislature and judicial systems all over the world.

Expected Learning Outcomes:

This course would enable the students to understand concepts and various approaches relevant to the study of comparative politics. The students would familiarise with a vast range of relevant political concepts and processes supposed to train their critical thinking to understand comparative politics and government. The unit-wise outcomes are given below.

Unit-I: This will help students to engage with the topics of comparative government, institutionalism, neo-institutionalism, and the comparison of democratic and authoritarian regimes in a comprehensive and critical manner.

Unit-II: This unit will aware students about a structured framework for engaging with the concepts, theories, and empirical research associated with comparative government, institutionalism, neo-institutionalism, and the comparison of democratic and authoritarian regimes.

Unit-III: This unit will help students in developing a comprehending skill on the working of legislatures, the executive branch, and bureaucracies in political systems, including their structures, functions, and dynamics in both democratic and authoritarian states.

Unit-IV: This unit will enhance the analogical capacities and critical thinking about elections, political parties, and interest groups in political systems, including their roles, dynamics, and implications for democratic governance in both democratic and authoritarian contexts.

Course Content:

Unit-I: Introduction

- a) Comparative Government: Meaning and Evolution
- b) Institutionalism and Neo-Institutionalism
- c) Comparing Democratic and Authoritarian Regimes

Unit-II: Legislature, Executive and Bureaucracy

- a) Legislatures: Concept, Functions, Structures, Legislature in Democratic and Authoritarian states
- b) Executive: Concept, Presidential and Parliamentary Forms, Executive in Democratic and Authoritarian states
- c) Bureaucracy: Concept, Organisation, New Public Management, Bureaucracy in Democratic and Authoritarian states

Unit-III: Constitution, Judiciary and Multi-level Governments

- a) Constitutionalism and New-Constitutionalism; Constitution in Democratic and Authoritarian states
- b) Judiciary: Concepts, Judicial Review, Judicial Activism, Judicial Independence, Judiciary in Democratic and Authoritarian states
- c) Multi-level Governments: Unitary and Federal, Local Government

Unit-IV: Elections, Political Parties and Interest Groups

- a) Elections: Role and Importance, Types; First-Past-the-Post System and Proportional Representation, Elections in Democratic and Authoritarian states
- b) Political Parties: Concept, Origin and Role, Party System, Parties in Democratic and Authoritarian states
- c) Interest Groups: Concept, Role of Interest Groups in Democratic and Authoritarian states

Essential Readings:

- ✓ *Alford, R. R., Friedland, R. (1985). Powers of Theory: Capitalism, the State, and Democracy. Cambridge University Press.*
- ✓ *Allbrow, Martin. (1996). The Global Age: State and Society: Beyond Modernity. Cambridge.*

- ✓ *Cantori, L.J and A. H. Ziegler. (edited). (1988). Comparative Politics in the Post-Behaviouralist Era. Lynne Rienner.*
- ✓ *Chilcote, Ronald. (1994). Theories of Comparative Politics: The Search for a Paradigm Reconsidered. Westview Press.*
- ✓ *Hardt, Michael and Antonio, Negri. (2001). Empire. Harvard University Press.*
- ✓ *Manor, James. (edited). (1991). Rethinking Third World Politics. Longman.*
- ✓ *Sartori, G., (2016). Parties and Party Systems: A Framework for Analysis. Cambridge University Press.*

Additional Reading:

- ✓ *Ellwood, W. (2010). The No-nonsense Guide to Globalization. New Internationalist.*
- ✓ *Heywood, A. (2002) 'Representation, Electoral and Voting', in Politics. Palgrave.*
- ✓ *Rahnema, Majid (ed). (1997). The Post-Development Reader. The University Press.*
- ✓ *Rutland, P. (2014) 'Britain', in J. Kopstein and M. Lichbach. (eds.) Comparative Politics: Interest, Identities and Institutions in a Changing Global Order. Cambridge University Press*
- ✓ *Stephan, Alfred. (2001). Arguing Comparative Politics. Oxford University Press.*
- ✓ *Tornquist, O. (1999). Politics and development. A Critical Introduction. Sage Tor*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. **Encyclopaedia Britannica:** Website: <https://www.britannica.com/>
2. **The United Nations Development Programme (UNDP):** Website: <https://www.undp.org/>
3. **The Parliament of the United Kingdom:** Website: <https://www.parliament.uk/>
4. **The United States House of Representatives:** Website: <https://www.house.gov/>
5. **The World Bank:** Website: <https://www.worldbank.org/>
6. **The International Monetary Fund (IMF):** Website: <https://www.imf.org/>
7. **The Constitution Center:** Website: <https://constitutioncenter.org/>
8. **The International Court of Justice (ICJ):** Website: <https://www.icj-cij.org/en>
9. **The Federalism Project:** Website: <https://federalism.org/>

10. **The American Political Science Association (APSA):** Website:

<https://www.apsanet.org/>

Activities to do:

1. **Case Study Analysis:** Divide the students into groups and assign each group a case study of a democratic and authoritarian regime. Ask them to analyze the structure and functioning of legislatures, executives, and bureaucracies in each regime, considering factors such as power distribution, accountability mechanisms, and institutional constraints.
2. **Debate:** Organize a debate on the merits of democratic and authoritarian regimes, with students taking on different roles representing each perspective. Encourage the students to present arguments based on theories of institutionalism and neo-institutionalism, discussing the strengths and weaknesses of each regime type.
3. **Case Analysis:** Provide case studies of legislatures, executives, and bureaucracies in democratic and authoritarian states. Ask the students to analyze the functions, structures, and roles of each institution, comparing how they operate in different political contexts and identifying patterns of institutional behavior.
4. **Mock Trial:** Encourage students to organize a mock trial activity where students role-play as lawyers, judges, and witnesses in a legal case. Students can explore concepts of judicial review, judicial activism, and judicial independence, analyzing how the judiciary operates in democratic and authoritarian states.
5. **Campaign Simulation:** Organize a campaign simulation where students role-play as candidates, campaign managers, and voters in a mock election. Students can explore different electoral systems, campaign strategies, and the role of political parties and interest groups in shaping electoral outcomes.