University of the West of Scotland

Module Descriptor

Session:

Title of Module: Introduction to Comparative Politics

Code: PLTC08007	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	School of Education and Social Sciences		
Module Co-ordinator:	A McKeever		

Summary of Module
This module provides students with analytical and practical understanding of comparative politics. It introduces students to the basic rules of doing comparative political research. It addresses a wide range of questions: What are the key features of modern democracies? What are hybrid regimes and how do they differ from democracies? What are the main features of authoritarian regimes and how do they exert control over society? What motivates people to protest and what explains their commitment to a movement? Why are parties central to democratic states? How do citizens engage in politics, why are some people more likely to engage than others? Does evidence point to the decline of citizen engagement in politics? Does multi-level governance pose a challenge for the nation state? What factors explain the rise of right-wing populism and nationalism? The course is structured into four parts. The first part explores the nature of comparative politics and what theories and methods can we use to compare countries, policies, institutions, actors, etc.. The second part examines the key features of democracies and authoritarian states. Third part focuses on the role of different actors in modern states, including political parties and social movements. It also explores how citizens participate in politics, what are different forms of political participation and why some citizens engage more than others. The final part addresses the concept of multi-level governance and how it co-exists with state sovereignty and focuses on salient political issues such as right-wing populism, exploring its rise in Europe and beyond.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning	
☐	**X**	☐	☐	☐	☐	
See Guidance Note for details.						

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
X	☐	☐	X	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	X	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Employ data literacies in selecting library and electronic resources during assessment preparation.
L2	Demonstrate knowledge and understanding of different concepts, theories and issues in international settings.
L3	Use comparative method to develop logical arguments and explanations both in social scientific work and in global and political events.
L4	Click or tap here to enter text.

L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8 Develop a theoretical and applied awareness of theories and concepts in comparative politics.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Present and evaluate information, ideas and arguments central to the module content.
Generic Cognitive skills	SCQF Level 8. Develop and improve key academic competencies such as report writing and argument evaluation.
Communication, ICT and Numeracy Skills	SCQF Level 8. Develop acquaintance with the use of digital platforms for accessing learning materials, module information and guidance.
Autonomy, Accountability and Working with others	SCQF Level 8. Demonstrate ability to work and communicate effectively with peers

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Asynchronous Class Activity	48
Independent Study	100
Tutorial/Synchronous Support Activity	12
Personal Development Plan	16
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Caramani.D. (2023) Comparative Politics, 6th edition. Oxford. Oxford University Press. Hague, R. and Harrop, M. (2016) Comparative Government and Politics: An Introduction Ninth Edition. Basingstoke: Palgrave Macmillan Lim, T. (2016) Doing Comparative Politics: An Introduction to Approaches and Issues. Lijphart, A. (2012) Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries Second Edition. New Haven: Yale University Press. Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following: Attendance of lectures and tutorials is mandatory, as well as engagement with materials provided on AULA.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code.]()

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
School Assessment Board	UG Social Sciences - Politics and Criminal Justice
Moderator	A Van der Zwet
External Examiner	J Halsall
Accreditation Details	e.g. ACCA Click or tap here to enter text.

Changes/Version Number	1.01

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1- Essay 50%, 1500 words. Individual Assessment.
Assessment 2 - Case study 50%, 2000 words. Individual Assessment.
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
	X	X					

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
		X	X				

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)