



COURSE DATA

DATA SUBJECT

Code: 36729
Name: Comparative Politics
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1335 - Degree in Political and Public Administration Sciences	Facultat de Dret	3	Second quarter
1930 - Double Degree Programme in Law and Political and Public Admin. Sciences	Facultat de Dret	4	Second quarter
1931 - Double Degree Program in Sociology-Political Sciences and Public Administr.	Facultat de Dret	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1335 - Degree in Political and Public Administration Sciences	Política comparada	COMPULSORY
1930 - Double Degree Programme in Law and Political and Public Admin. Sciences	Asignaturas obligatorias de cuarto curso	COMPULSORY
1931 - Double Degree Program in Sociology-Political Sciences and Public Administr.	Asignaturas obligatorias de cuarto curso	COMPULSORY

COORDINATION

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SUMMARY

The Comparative Politics course belongs to the Political Science degree and is a compulsory subject in the third year. The course takes up part of the concepts and theories introduced in Fundamentals of Political Science I and II, as well as the contents given in other subjects such as Political Actors: parties, interest groups and social movements; political culture and behavior or the Spanish and Valencian political system, to deepen its empirical development, emphasizing, above all, on the practical variations that occur in different countries. The specific value of this subject is based on its applied and comparative orientation, where the contents will focus on the analysis of contemporary political trends. For this purpose, several comparative cases will be used, leaving aside the case of Spain, already dealt with in other subjects, and paying special attention to the evolution of European and non-European political systems.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No enrollment restrictions have been specified with other subjects in the curriculum.

COMPETENCES / LEARNING OUTCOMES

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Análisis de información para evaluar problemas políticos o de gestión pública y elaborar propuestas de mejora

Aplicar críticamente las principales teorías y enfoques de la Ciencia Política y de la Administración Pública.

Conocer y saber analizar la estructura y funcionamiento de las Administraciones públicas.

Conocer y saber analizar las características, causas y consecuencias de retos sociales contemporáneos: desigualdad de género, ciberseguridad y sostenibilidad del desarrollo.

Conocer y saber analizar las características y pautas de actuación de los principales actores políticos (partidos, sindicatos, grupos de interés y nuevos movimientos sociales).

Conocer y saber analizar los procesos electorales, tanto desde el punto de vista institucional, como desde el del comportamiento de los actores colectivos e individuales.

Interpretar los marcos políticos y procesos históricos estableciendo análisis comparativos de cambio y de prospección futura.

Pensamiento crítico.

Saber analizar la estructura y funcionamiento de los sistemas y procesos políticos, sus elementos, así como su dimensión histórica, con especial atención al sistema político español y al de la Unión Europea.

Saber distinguir los valores, ideologías, actitudes y pautas de comportamiento de los ciudadanos así como su evolución temporal.

Saber elaborar informes, dictámenes y trabajos de investigación política.

Saber utilizar los métodos y técnicas de análisis cuantitativos y cualitativos, así como el método comparativo.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.



Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Trabajo en equipo.

DESCRIPTION OF CONTENTS

1. THE COMPARISON IN POLITICAL SCIENCE.

- 1.1. Comparative Politics as a subdiscipline.
- 1.2. Objects of study.
- 1.3. Approaches to comparative politics.
- 1.4. How to compare? Methods and strategies.

2. FORMS OF GOVERNMENT. COALITION GOVERNMENTS.

- 2.1. The variety in the heads of state.
- 2.2. The variety in the types of government.
- 2.3. The theory of coalitions.
- 2.4. Case studies of comparative government:
 - United Kingdom.
 - United States.
 - France.

3. THE LEGISLATURES AND THEIR WEIGHT IN THE SYSTEM.

- 3.1. The varieties of parliamentarism.
- 3.2. Types and factors of the power of legislative assemblies.
- 3.3. Case studies of comparative parliaments:
 - United Kingdom.
 - United States.
 - France.



4. THE ELECTORAL SYSTEM AND ITS POLITICAL CONSEQUENCES.

- 4.1. Electoral systems: objectives and components.
- 4.2. Typology of electoral systems: majoritarian and proportional.
- 4.3. Consequences of electoral systems.
- 4.3. Case studies of comparative government:
United Kingdom: the simple majority system.
France: the double-round majority system.
Germany: the mixed electoral system.

5. MULTILEVEL GOVERNANCE AND ITS RESULTS.

- 5.1. The dimensions of the territorial distribution of power.
- 5.2. Federalism and decentralization.
- 5.3 Case studies:
Germany.
United States.
France.

6. POLITICAL CORRUPTION IN COMPARATIVE PERSPECTIVE.

- 6.1. Corruption: definitions and perspectives.
- 6.2. Causes of political corruption.
- 6.3. Consequences of political corruption.
- 6.4. Comparative case studies.

7. THE SELECTION OF POLITICAL ELITES.

- 7.1. The importance of the political elites.
- 7.2. Theories of the selection of politicians.
- 7.3. The presence of women in politics: comparative perspective.
- 7.4. The professionalization of politics.
- 7.5. Case studies of political elites: Germany, France, UK.

8. POLITICAL VIOLENCE IN COMPARATIVE PERSPECTIVE.

- 8.1. Political violence, terrorism and genocide: definitions and typologies.
- 8.2. Economic and cultural explanations of political violence.
- 8.3 Case studies: Italy, Northern Ireland and Germany.

WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	40,00
Independent study and work	35,00
Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The transmission and acquisition of knowledge will be carried out, in the first place, through the master class. The teacher will present the essential contents of the subject, bringing them closer to reality through the use of current examples, classic texts, cases, legal texts, online materials, etc. The active participation of the students will be demanded at all times. They will have to have previously prepared the topics to be discussed in class through study and independent work. Likewise, students are expected to dedicate part of the time outside the classroom to review the content of each of the lectures. Throughout the course, various practical activities will be carried out, both individually and in teams. For this, students will have to use materials provided by the teacher or look for them in institutions, libraries, internet, etc. The activities carried out in class will require prior preparation of the various topics of study, as well as the consultation of complementary materials that may be indicated by the teacher. The exercises of the practical activities must be handed in on the date determined for this purpose, and their reception outside the stipulated period will not be accepted.

EVALUATION

The evaluation of the course consists of 2 elements, both in the first and in the second call:

a) *Exam*: at the end of the course there will be a final test on all the contents of the course included in this teaching guide, whether they have been taught in the classroom or not, and the materials that are included in the various sessions. This test will have a value of 60 percent of the overall grade.

b) *Continuous evaluation*: Throughout the semester, practical work and complementary activities of various kinds will be carried out, which must be delivered on the day indicated by the teacher. This part will have a value of up to 40 percent of the final grade. In order for the student to achieve points of the continuous evaluation will have to have attended a minimum of 75% of the class sessions dedicated to it. In addition, in order to add the grade obtained in the continuous evaluation (of the practical sessions) to the grade in the exam, the student must have obtained at least a 4 (out of 10) in the final exam.



The content of all these continuous assessment assignments also constitute course materials and content, and are therefore likely to form part of the end-of-course exam. The teacher will explain how each exercise is to be performed and handed in, and will subsequently hand in the results of the various practical exercises before the exam. The practices (either those not completed or delivered within the stipulated deadline, or those already completed or evaluated) will not be recoverable after the date of delivery, nor for the second call (maintaining for this one the grade of the continuous evaluation achieved throughout the semester).

REFERENCES

Details of required readings by topic:

These readings may undergo some changes in the coming weeks, depending on the search for the best ones for each topic.

Topic 1:

Landman, T. (2014) *¿¿Por qué comparar países?¿ Política comparada. Madrid: Alianza Editorial, 27-45.*

Other references:

Landman, T. (2014). *Política comparada*. Madrid: Alianza Editorial.

Morlino, L. (eds) (2010). *Introducción a la política comparada*. Madrid: Alianza Editorial.

Szmolka, I. y De Cueto, C. (2011). *Objeto y método de la Política Comparada*. Granada: Editorial de la UGR.

Topic 2:

Lijphart, A. (1999): *Modelos de democracia*. Madrid: alianza editorial. Cap. 6.

Other references:

Carey, J. M. (2006). *¿Presidencialismo versus parlamentarismo¿. POSTData, (11), 121-162.*

Nohlen, D. (1998). *¿Presidencialismo vs parlamentarismo: dos enfoques contrapuestos¿. Revista de Estudios Políticos, 99, 161-173.*

Riker, W. H. (1992). *Teoría de juegos y de las coaliciones políticas. VV. AA., Diez textos básicos deficiencia política, Barcelona: Ariel Ciencia Política, 151-169.*



Topic 3:

Lijphart, A. (1999): Modelos de democracia. Madrid: alianza editorial. Caps. 7 y 11.

Other references:

Cox, G. W. (2017). ¿La organización de las legislaturas democráticas?. *Revista Uruguaya de Ciencia Política*, 26(1), 13-34.

Cox, G. W., Morgenstern, S., & Wolfson, L. (2001). ¿Legislaturas reactivas y presidentes proactivos en América Latina?. *Desarrollo Económico*, 373-393.

Topic 4:

Lijphart, A. (1999): Modelos de democracia. Madrid: alianza editorial. Caps. 8.

Duverger, M. (1950) ¿Influencia de los sistemas electorales en la vida política?. En: (2001). *Diez textos básicos de Ciencia Política*. Madrid: Ariel, 77-92.

Other references:

Lijphart, A. (2015). ¿Avances en el estudio comparativo de los sistemas electorales?. *Sociológica México*, (11).

Nohlen, D. (2013). ¿Controversias sobre sistemas electorales y sus defectos?. *Revista Española de Ciencia Política*, (31), 9-39.

Topic 5:

Lijphart, A. (1999): Modelos de democracia. Madrid: alianza editorial. Caps. 10.

Other references:

Colomer, J. M. (1999). Las instituciones del federalismo. *Revista española de ciencia política*, 1 (1), 41-54.

Topic 6:

Dahlström y Lapuente (2018): *Organizando el Leviathan*, Madrid, Deusto.

Other references:

Ballart, X. (2010). ¿Una presa difícil de atrapar: el rendimiento de gobiernos y administraciones públicas?. *Revista*



Española de Ciencia Política, 22, 11-28.

Topic 7:

Stolz, K. (2017). ¿Retorno a los políticos: carreras, políticas y clase política en sistemas multinivel?, en G. Lachapelle y P. Oñate, eds., *Federalismo, devolution y gobernanza multinivel*. Valencia: Tirant lo Blanch, págs.. 313-334.

Other references:

Botella, J., Teruel, J. R., Barberá, O., & Barrio, A. (2011). Las carreras políticas de los jefes de gobierno regionales en España, Francia y el Reino Unido (1980-2010). *Revista Española de Investigaciones Sociológicas (REIS)*, 133(1), 3-20.

Topic 8:

I. Sánchez Cuenca (2021): *Las raíces históricas del terrorismo revolucionario*. Madrid: Catarata, págs. 239-267.