

# PIA8123: COMPARATIVE POLITICS AND POLITICAL ECONOMY

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Comparative Politics and Political Economy

### Subject Code

PIA - Public and International Affairs

### Course Number

8123

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

R8 - Research Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

AIS8123 Directed Study in Research Works I

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to enable students to engage in a critical review of the larger literatures in comparative politics and political economy as a foundation to conduct analysis of theoretical frameworks and research methodologies in relation to their proposed area of studies. Some specialization by students in the course will be allowed in relation to their proposed area of studies.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Form independent evaluation of both theories and research methods in their selected fields of studies	x	x	
2	Develop a critical understanding of general course readings	x	x	
3	Develop a detailed understanding of readings in the topics in which the students present materials in group discussions research questions	x	x	
4	Prove capable of applying theory and empirical evidence in answering questions and developing novel hypotheses in preparation for final examination	x	x	

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	General discussions	Critical discussions of required readings	1, 2, 3, 4
2	Group discussion	Presentation of additional readings with critical analysis	2, 3, 4

### Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Final exam	1, 2, 3, 4	75	nil	No
2	Participation in class discussions and seminar group presentations Research Seminars)	1, 2, 3, 4	25	Only for class discussions, not for group presentations	Yes

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Final examination (75%)

**Criterion**

Assess students knowledge of the reading materials for the entire course, including the required readings and additional readings in the discussion groups. This should help students prepare for the QE exam.

**Excellent**

(A+, A, A-) Demonstrates extensive knowledge of the literature high level of analytical thinking. Evidence of ability to fully comprehend and critique materials. The student is able to utilise theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas.

**Good**

(B+, B, B-) Demonstrates good knowledge of the literature and good level of analytical thinking. Evidence of ability to fully comprehend and critique materials. The student is able to utilise theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas.

**Fair**

(C+, C, C-) Demonstrates only average knowledge of the literature and level of analytical thinking, mostly descriptive. Evidence of ability to partially comprehend and critique materials. The student is able to utilise theoretical concepts in a limited way in explaining case study materials and has a restricted ability to extrapolate these materials into new areas.

**Marginal**

(D) Demonstrates very limited or knowledge of the literature and limited evidence of analytical thinking. Limited ability to comprehend and critique materials. The student is unable to utilise theoretical concepts in explaining case study materials and has a restricted ability to extrapolate these materials into new areas.

**Failure**

(F) Demonstrates no knowledge of the literature or ability to think analytically. Limited ability to comprehend and critique materials. The student is unable to utilise theoretical concepts in explaining case study materials.

**Assessment Task**

2. Participation (Discussions in Research Seminars) (25%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Engages in discussions, able to address issues from both theoretical and empirical perspectives. Does not miss any seminars or meetings.

**Excellent**

(A+, A, A-) The student has not missed any seminars or meetings and has regularly contributed to discussions at a high level.

**Good**

(B+, B, B-) The student has missed 1-2 seminars or meetings without explanation and/or has regularly contributed to discussions but only at a discursive level.

**Fair**

(C+, C, C-) The student has missed 2-3 seminars or meetings without justified explanation and has infrequently contributed to discussions at a discursive level.

**Marginal**

(D) The student has missed three seminars or meetings without justified explanation, but has generally contributed to discussions. Or the student has not missed more than three seminars or meetings without justified explanation, but has failed to contribute to discussions.

**Failure**

(F) The student has missed more than three seminars or meetings without justified explanation, generally failed to contribute to discussions.

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**Assessment Task**

Final examination

**Criterion**

Demonstrate knowledge of the required readings and understanding of additional readings analyzed in discussion groups

**Excellent**

(A+, A, A-) Demonstrates high level of analytical thinking and comprehension of and ability to critique materials. The student is quite capable in utilising theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas.

**Good**

(B+, B, B-) Demonstrates good level of analytical thinking and comprehension of and ability to critique materials. The student is largely capable in utilising theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas.

**Fair**

(C+, C, C-) Demonstrates slight above, average or below average level of analytical thinking and comprehension of and ability to critique course materials. The student is somewhat capable in utilising theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas.

**Marginal**

(D) Demonstrates very limited or no analytical thinking, largely descriptive answers. Limited ability to comprehend and critique materials. The student is largely unable to utilise theoretical concepts in explaining course materials and has a restricted ability to extrapolate these materials into new areas.

**Failure**

(F) Demonstrates no analytical thinking, answers are entirely descriptive. Limited ability to comprehend and critique materials. The student is unable to utilise theoretical concepts in explaining course materials and is unable to extrapolate these materials into new areas.

**Assessment Task**

2.Participation (Discussions in Research Seminars) (25%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Engages in discussions, able to address issues from both theoretical and empirical perspectives. Does not miss any seminars or meetings.

**Excellent**

(A+, A, A-) The student has not missed any seminars or meetings and has regularly contributed to discussions at a high level.

**Good**

(B+, B) The student has missed 1- 2 seminars or meetings without explanation and/or has regularly contributed to discussions but only at a discursive level.

**Marginal**

(B-, C+, C) The student has missed three seminars or meetings without justified explanation, but has generally contributed to discussions. Or the student has not missed more than three seminars or meetings without justified explanation, but has failed to contribute to discussions.

**Failure**

(F) The student has missed more than three seminars or meetings without justified explanation, generally failed to contribute to discussions.

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## Part III Other Information

**Keyword Syllabus**

Political economy, comparative politics, development studies. Required course readings for general discussions and an advanced literature search on selected topics in class presentations.

**Reading List****Compulsory Readings**

	<b>Title</b>
1	Mills, C. W. 1959. <i>The Sociological Imagination</i> . Oxford: Oxford University Press:
2	Weber, M. 1946 (1917). "Science as Vocation," From H.H. Gerth and C. Wright Mills (Translated and edited), <i>Max Weber: Essays in Sociology</i> , pp. 129-156, New York: Oxford University Press.
3	Pennings, P., Keman, H., & Kleinnijenhuis, J. 2006. The comparative approach: theory and method. In <i>The comparative approach: Theory and method</i> , 2nd ed. London: Sage): 18-29.
4	Haggard, S. 2018. <i>Developmental States</i> . New York: Cambridge University Press.
5	Wade, R. 2018. "The Developmental State: Dead or Alive?" <i>Development and Change</i> 49(2): 518-546.
6	Suehiro, A. 2008. <i>Catch-Up Industrialization: The Trajectory and Prospects of East Asian Economics</i> . Honolulu: University of Hawaii Press, chp. 5, 105-122.
7	Przeworski, A. and Limongi, F. 1997 "Modernization: Theories and Facts," <i>World Politics</i> , 49: 2, 155-183.
8	Boix, C. and Stokes. S. C. 2003. "Endogenous Democratization," <i>World Politics</i> 55 ( July 2003), 517-49.
9	Thompson, M. R. 2019. <i>Authoritarian Modernism in East Asia</i> . London: Routledge

10	Ferguson, J, 1990. The anti-politics machine: "development," depoliticization, and bureaucratic power in Lesotho. Cambridge: Cambridge University Press.
11	Schuurman, F. J. Critical Development Theory: Moving out of the Twilight Zone, Third World Quarterly Vol. 30, No. 5, 2009, pp. 831-848.
12	Scott, J. C. 1998, Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed. New Haven, Conn.: Yale University Press.
13	Weber, M. 1921 (1978). Economy and Society, ed. & trans by Gunter Roth and Claus Wittich, Berkeley: University O California Press.
14	Linz, J, J. and Stephan, A.. 1995. Problems of Democratic Transition and Consolidation. Baltimore: Johns Hopkins University Press.
15	Haggard, S., & Kaufman, R. (2021). Backsliding: Democratic Regress in the Contemporary World. Cambridge: Cambridge University Press.
16	Mudde, C. 2004. "The Populist Zeitgeist." Government and Opposition 39 (4): 541-563.
17	Laclau, E. 2005. On Populist Reason. London: Verso.
18	Tarrow, S. 2011. Power in Movement: Social Movements and Contentious Politics, 3rd. ed. Cambridge: Cambridge University Press.

#### Additional Readings

	Title
1	Brew, Angela (2001) The nature of research : inquiry in academic contexts. London ; New York : RoutledgeFalmer.
2	Clough, Peter and Cathy Nutbrown (2002) A student's guide to methodology : justifying enquiry. London ; Thousand Oaks, CA : SAGE.
3	Craswell, Gail (2005) Writing for academic success : a postgraduate guide. London ; Thousand Oaks : SAGE.
4	Hantrais, Linda and Steen Mangen (1996) Cross-national research methods in the social sciences. London ; New York : Pinter.
5	Online Resources: Research Methodology and Statistics: <a href="http://www.sociosite.net/topics/research.php">http://www.sociosite.net/topics/research.php</a> ; Sociology Internet Resources: <a href="http://vax.wcsu.edu/socialsci/socres.html">http://vax.wcsu.edu/socialsci/socres.html</a> ; Web Center for Social Research Methods: <a href="http://www.socialresearchmethods.net/">http://www.socialresearchmethods.net/</a>