

DISCIPLINE DESCRIPTION

1. Information about the program

1.1 Higher education institution	Babeş–Bolyai University
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Political Science Department - English Line of Studies
1.4 Field of study	Political Science
1.5 Level of study	BA
1.6 Study program / Qualification	Political Science/English Language track

2. Information about the discipline

2.1 Discipline title	Introduction to Political Science						
2.2 Course lecturer	Levente Salat, PhD						
2.3 Seminar assistant	Daniela Angi, PhD						
2.4 Year of study	I	2.5 Semester	I	2.6. Evaluation type	Exam	2.7 Discipline type	Compulsory

3. Total estimated time (hours of didactic activities per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the study plan	42	of which: 3.5 course	28	3.6 seminar/laboratory	14
Time distribution: 4 hours face to face, 3 hours individually					hrs
Studying the manual, course reader, bibliography and notes:					1
Supplementary documentation in the library, on electronic platforms and in the field:					1
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					1
Tutorials					3
Examinations					4
Other activities:					
3.7 Total hours of individual study					42
3.8 Total hours per semester					91
3.9 Number of credits					5

4. Prerequisites (where applicable)

4.1 based on the curriculum	
4.2 based on competences	

5. Conditions (where applicable)

5.1 for the course	Academic dishonesty - plagiarism, cheating, fabrication or multiple submission - will not be tolerated. Punishment will be in accordance with the department's rules. For details, see http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologie/
5.2 for the seminar/ laboratory	

6. Accumulated specific competencies

Professional competencies	<p>C1</p> <ul style="list-style-type: none"> • Applying the basics of social and political theories in understanding, analyzing and evaluating social-political organization of societies • Analysis of a particular situation by applying certain principles, theories and fundamental methods of social sciences • The realization, individually or in a team, of a project related to social and political theories • Appropriate use of political science concepts • Utilizing the conceptual apparatus of political science in evaluating the relevance and impact of socio-political theories • Utilizing fundamental concepts of political science in describing and explaining the emergence and unfolding of certain events and processes <p>C3</p> <ul style="list-style-type: none"> • Utilizing methods of analyzing socio-political systems • Elaborating analyses on the state and development of socio-political systems • Identifying the elements of political analysis methodology • Defining and utilizing certain theories and methods in explaining particular disputes and conflicts of social and political nature • Utilizing the methodology of political sciences in analyzing certain processes of contemporary socio-political systems • Utilizing technics of political analysis in critical evaluation of particular situations in which socio-political systems find themselves
Transversal competencies	

7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	<ul style="list-style-type: none"> • The aim of the course is to provide students with the basic conceptual and analytical tools required by the systematic study of politics and of the different thematic areas of political science. The course will cover topics like the scholarly concept of politics, particularities of political science as an academic discipline, the problem of frameworks in politics, the concept of political system, ways of political interaction, the world of political institutions, and the issue of content, internal structure and outcomes of the policy process. The presentation of each topic will include (1) a brief chapter on the relevant parts of the history of ideas and concepts, (2) related typologies, (3) a brief discussion of the most important authors whose contribution has had lasting influence on the dominant interpretation of the topic, (4) an assessment of the current state and future perspectives within political science of the issues in focus. The seminars will include discussion about readings and evaluation of small homework assignments.
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7.2 Specific objectives	<ul style="list-style-type: none"> • By participating in the courses and seminars the students will gain an understanding of the fundamental concepts, methods and interpretative frameworks needed in the more systematic study of the different sub-disciplines of political science they will work on during the following years. Students will also gain understanding of the process of science and will be offered a perspective on critical thinking when dealing with complex social and political issues. • Key Concepts: Politics, science, institutionalism, behavioralism, group theories, system theories, structuralism, functionalism, rational choice theories, discourse theories, political cleavages, ideology, political culture, legitimacy, the state, political regime, authoritarianism, totalitarianism, democracy, monarchy, republic; unitary and federal systems, interest groups, parties, party systems, representation, electoral systems, voting behavior, legislatures, parliamentary systems, presidential systems, executives, multilevel governance, administration, bureaucracies, political accountability, legal systems, constitution, courts, public policy, policy performance, international relations.

8. Contents

8.1 Course	Teaching methods	Observations
<p>1. Politics and political science</p> <p>Political science = politics + science. What is politics? The theory of social contract. Fustel de Coulanges' alternative view on the origins of politics. What is science? Dominant views in the history of science: empiricism, rationalism, logical positivism, Kuhn's theory of scientific revolutions, Popper's theory of falsification. Defining politics: politics as the art of government; politics as public affairs; politics as compromise and consensus; politics as power. The concepts of legitimacy, sovereignty and authority. Defining science: science as a product; science as a process; science as ideal versus reality. Is political science possible?</p> <p>Required reading: Heywood: pp. 3-22.</p> <p>Recommended readings: R. E. Goodin–H-D. Klingemann: “The Discipline”. In: Goodin–Klingemann (eds): <i>A New Handbook of Political Science</i>, pp. 3-27.</p>	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented

<p>2. The history and features of political science</p> <p>Historical overview of the emergence of political science as a discipline. Studying politics. Approaches: the philosophical tradition; the empirical tradition; the scientific tradition; recent developments. The professionalization of political science in the 20th century. Almond’s perspective on the history of discipline: anti-science; post-science, post-behavioralism, integralism and maximalism, anti-pluralism. The brief history of dominant theories in political science: institutionalism, behavioralism, group theories, system theories, structuralism and functionalism, rational choice theories, discourse theories, neo-institutionalism. The relationship between political science and other social sciences. The state and future of the discipline.</p> <p>Required reading: G. A. Almond: “Political Science: The History of the Discipline”. In: Goodin–Klingemann (eds): <i>A New Handbook of Political Science</i>, pp. 50-96.</p> <p>Recommended readings: M. Dogan: “Political Science and the Other Social Sciences”. In: Goodin–Klingemann (eds): <i>A New Handbook of Political Science</i>, pp. 97-130.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>3. The political frameworks: structuring and boundary-building</p> <p>The ‘friend-enemy’ concepts in political science. The processes of structuring in mass politics. The concept of political community. Stein Rokkan’s Theory on political cleavages. State formation and nation building. The concept of center and periphery. Territoriality and membership, the concept of citizenship. The revision of Rokkan’s theory. The future of political cleavages.</p> <p>Required reading: Rokkan, Stein: “State Formation and Nation-Building”. In: Peter Flora (ed.): <i>State Formation, Nation-Building, and Mass Politics in Europe. The Theory of Stein Rokkan</i>. Oxford: Oxford University Press, 1999, pp. 95-134.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>4. The political frameworks: political ideologies</p> <p>The concept of political ideology. Major types of political ideologies: the concepts of the ‘left’ and ‘right’. Liberalism. Conservatism. Socialism: Marxist Socialism, Social Democracy, Communism. Other ideological traditions: nationalism, fascism, anarchism, feminism, environmentalism, neo-conservatism, communitarianism, religious fundamentalism. The end of ideology?</p> <p>Required reading: Newton–Van Deth: pp. 239-261.</p> <p>Recommended readings: Heywood: pp. 39-63.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>

<p>5. Political culture</p> <p>The history of the concept. Political culture as the environment of politics. The civic culture. Political participation. Political socialization: the role and the agencies of political socialization. Legitimacy and political stability. Crises of legitimacy: why do revolutions occur? The role of public opinion. The structure and patterns of public opinion. Public opinion polls. The decay of political culture?</p> <p>Required readings: Newton–Van Deth: pp. 133-158.</p> <p>Recommended readings: Almond, G. A.– Powell, G. B. Jr.– Strom, K.– Dalton, R. J.: <i>Comparative Politics Today. A World View.</i> New York: Longman, 2003, pp. 51-67.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>6. The state</p> <p>What is the state? Rival theories of the state: the pluralist state; the capitalist state; the leviathan state, the patriarchal state. Rival theories on the role of the state: minimalist state; developmental state; social-democratic states; collectivized states; totalitarian state. The state in the era of globalization. The twilight of the state? The concept of deep state.</p> <p>Required reading: Newton–Van Deth: pp. 1-21 and 329-345.</p> <p>Recommended readings: Heywood: pp. 83-99.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>7. Political systems and regimes</p> <p>Why classify political systems? The concept of political regime. Classical typologies. Authoritarianism, totalitarianism, democracy. Theories of authoritarianism. Defining democracy. Models of democracy: classical democracy; protective democracy; developmental democracy; people’s democracy. Democracy in practice – rival views: pluralist view; elitist view; corporatist view; Marxist view; New Right view. The change of political regimes. Forms of state: monarchy and republic; unitary and federal systems. The future of political regimes: cosmopolitan democracy or illiberal authoritarianism?</p> <p>Required reading: Heywood: pp. 23-38; 65-82 and 146-162.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>8. Political interaction: interest groups, parties and party systems</p> <p>Types of groups: communal groups; institutional groups; associational groups. Models of groups politics: pluralist model; corporatist model; New Right model. How interest groups differ from political parties? Strategies of interest</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>

<p>groups. Party politics. Functions of parties: representation; elite formation and recruitment; goal formulation; interest articulation and aggregation; socialization and mobilization; organization and government. Party systems. Typologies: Jean Blondel and Giovanni Sartori. One-party systems; two party systems; dominant-party systems; multiparty systems.</p> <p>Required reading: Newton–Van Deth: pp. 221-238 and 159-180.</p> <p>Recommended readings: Heywood: pp. 229-249 and 251-268.</p>		
<p>9. Political interaction: representation, electoral systems, voting behavior</p> <p>Political representation. Theories of representation: trustee model; delegate model; mandate model; resemblance model. Elections, functions of election. Electoral systems. Voting behavior. Why do people vote? Theories of voting: party-identification model; sociological model; rational-choice model; dominant-ideology model. The decline of parties?</p> <p>Required reading: Newton–Van Deth: pp. 200-220.</p> <p>Recommended readings: Heywood: pp. 205-227.</p>	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
<p>10. Political institutions: legislatures</p> <p>The role of legislatures. Parliamentary systems, presidential systems. Functions of assemblies: legislation; representation; scrutiny and oversight; recruitment and training; legitimacy. Structure of assemblies: unicameral; bicameral; committee system. Performance of assemblies. The decline of legislatures: disciplined political parties; big government; lack of leadership; interest group power. The dilemma of parliaments.</p> <p>Required reading: Heywood: pp. 293-314 and Newton–Van Deth: pp. 60-71 and 100-115.</p>	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
<p>11. Political institutions: executives, administration and bureaucracies</p> <p>The role of the executive. Functions of political executives: ceremonial leadership; policy-making leadership; popular leadership; bureaucratic leadership; crisis leadership. Power in the executive: presidents; prime ministers; cabinets. Multilevel governance: international, national and sub-national. Theories of bureaucracies: rational–administrative model; power-bloc model; bureaucratic oversupply model. Functions of bureaucracies: administration; policy advice; articulating interest; political stability. Sources of bureaucratic power. How can bureaucrats be controlled:</p>	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented

<p>political accountability; politicization; counter-bureaucracies.</p> <p>Required reading: Newton–Van Deth: pp. 117-131.</p> <p>Recommended readings: Heywood: pp. 315-336 and 339-358.</p>		
<p>12. Political institutions: legal systems and courts</p> <p>The purpose of the constitutions: empowering states; establishing values and goals; providing government stability; protecting freedom; legitimizing regimes. Classifying constitutions. Do constitutions matter? The nature of law. Legal systems: The English Common Law; Code (Roman) Law; common features of both systems. Courts, the Bench and the Bar. Are judges political? Do judges make policy?</p> <p>Required reading: Newton–Van Deth: pp. 39-59.</p> <p>Recommended readings: Heywood: pp. 273-292.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>13. The political process: policy and performance</p> <p>The policy process. Theories of decision making: rational actors model; incremental model; bureaucratic organizational model; belief systems model. Stages in the policy process: initiation; formulation; implementation; evaluation. System performance: stability performance; material performance; citizenship performance; democracy performance. Economic policy. How big government should be?</p> <p>Required reading: Newton–Van Deth: pp. 263-283.</p> <p>Recommended readings: Heywood: pp. 381-400.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>14. The political process: international politics</p> <p>Actors of the global politics. Understanding international politics: idealism; realism; pluralism; Marxism. Theories of war: micro theories; macro theories; misperception; keeping peace. The changing world order: the rise and fall of the Cold War; the perspectives of a new world order; the changing balance of global economy. International organizations: United Nations; European integration. The international system: beyond sovereignty?</p> <p>Required reading: K. Newton – Van Deth: pp. 72-99.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p>Required Readings:</p>		

1. Heywood, Adrew: *Politics*. Houndmills–London: MacMillan Press Ltd., 1997
2. Newton, Kenneth–Van Deth, Jan W.: *Foundations of Comparative Politics. Democracies of the Modern World*. Cambridge: Cambridge University Press, 2005
3. Goodin, R. E.–Klingemann, H-D. (eds): *A New Handbook of Political Science*. Oxford: Oxford University Press, 1998 (excerpts)
4. Additional readings recommended in the syllabus provided in electronic format or otherwise.

	Teaching methods	Observations
<p><u>Seminar 1.</u> Presentation of the requests for the course & seminar and of the evaluation formula. The field: defining politics, policy, polity. Basic concepts and notions: collective decisions, power, authority, legitimacy. The state and the political system - an introduction.</p> <p>Readings: 1. Hague, Rod–Harrop, Martin–Breslin, Shaun: <i>Political Science: A Comparative Introduction</i>. pp. 3-21, 34. 2. Shively, W. Phillips: <i>Power and Choice. An Introduction to Political Science</i>. pp. 2-17.</p>	Discussion	
<p><u>Seminar 2.</u> The discipline: the political <i>science</i>. A “progressive-eclectic” history of the discipline (G. Almond). Fundamental moments, authors and themes of the political science in a chronological review.</p> <p>Readings: G. A. Almond: “Political Science: The History of the Discipline”. In: Goodin–Klingemann (eds): <i>A New Handbook of Political Science</i>, pp. 50-96.</p>	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>Seminar 3.</u> The political frameworks: the social cleavages. Types and examples of cleavages. The genesis of social cleavages in Western Europe – the classical theory. Present and future of the cleavage structure.</p> <p>Readings: Rokkan, Stein: “State Formation and Nation-Building”. In: Peter Flora (ed): <i>State Formation, Nation-Building, and Mass Politics in Europe. The Theory of Stein Rokkan</i>. pp. 95-134.</p> <p>Optional: Lipset, Seymour Martin–Rokkan, Stein: “Cleavage Structures, Party Systems and Voter Alignments: an Intorduction”. In Lipset–Rokkan (eds.): <i>Party Systems and Voter Alignments: Cross National Perspectives</i>, 1967, pp. 1-65.</p>	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>Seminar 4.</u> The political frameworks: the political ideologies. The concept of ideology. Explaining and understanding the main political ideologies.</p> <p>Readings: Newton–Van Deth: pp. 239-261.</p> <p>Optional:</p>	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class

<p>1. Heywood: pp. 39-63. 2. Gallagher, Tom – Laver, Michael – Mair, Peter: <i>Representative Government in Modern Europe</i>. pp. 202-232.</p>		
<p><u>Seminar 5.</u> The political culture. The relation between the religious ethics and the entrepreneurial spirit in Max Weber’s perspective. The impact of mentalities upon the emergence of the capitalism.</p> <p>Readings: M. Weber: <i>The Protestant Ethic and the Spirit of Capitalism</i>. Ch. 1: “Religious affiliation and social stratification” (http://xroads.virginia.edu/~HYPER/weber/WeberCH1.html)</p>	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>Seminar 6.</u> The state: genesis of the concept. Alternative theories of the state and on its role.</p> <p>Readings: Newton–Van Deth: pp. 1-21, 329-345.</p> <p>Optional: Heywood: pp. 83-99.</p>	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>Seminar 7.</u> Political systems and regimes. A typology of the political regimes. The democracy – definitions and prerequisites. Models and views of democracy. Main forms of state.</p> <p>Readings: Heywood: pp. 23-38, 65-82, 146-162.</p>	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>Seminar 8.</u> Political interaction: Parties and party systems. Definition and functions. Types of political parties. Typologies of party systems. Interest groups – definition and functioning.</p> <p>Required reading: Newton–Van Deth: pp. 221-238, 159-180.</p> <p>Optional: Heywood: pp. 229-249, 251-268.</p>	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>Seminar 9.</u> Political interaction: Representation, elections, voting behavior. The role and functions of an electoral system. How does an electoral system work? A typology of electoral systems.</p> <p>Readings: Newton–Van Deth: pp. 200-220.</p> <p>Optional: 1. Heywood: pp. 205-227. 2. Lijphart, Arend: <i>Patterns of democracy: government forms and performance in thirty-six countries</i>. New Haven: Yale University Press, 1999, chap. 8.</p>	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>Seminar 10.</u></p>	Discussion	Students are expected to read the

<p>Political institutions: legislatures. The role of legislatures. Parliamentary systems, presidential systems. Functions of assemblies. Structure of assemblies. Performance of assemblies. The decline of legislatures. The dilemma of parliaments.</p> <p>Readings: 1. Heywood: pp. 293-314. 2. Newton–Van Deth: pp. 60-71, 100-115.</p>		<p>recommended parts of the relevant literature and participate actively in class</p>
<p><u>Seminar 11.</u> Political institutions: executives and bureaucracies. The role of the executive. Functions of political executives. Multilevel governance: international, national and sub-national. Theories of bureaucracies. Functions of bureaucracies. Sources of bureaucratic power. How can bureaucrats be controlled?</p> <p>Readings: Newton–Van Deth: pp. 117-131.</p> <p>Optional: Heywood: pp. 315-336, 339-358.</p>	<p>Discussion</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in class</p>
<p><u>Seminar 12:</u> Political institutions: legal systems and courts. The purpose of the constitutions. Classifying constitutions. Do constitutions matter? The nature of law. Legal systems. Courts, the Bench and the Bar. Are judges political? Do judges make policy?</p> <p>Readings: Newton–Van Deth: pp. 39-59.</p> <p>Optional: Heywood: pp. 273-292.</p>	<p>Discussion</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in class</p>
<p><u>Seminar 13.</u> The political process I: the policy/policies and performance. Theories and models of policy-making. The policy-making process and its stages. System performance and evaluation.</p> <p>Readings: Newton–Van Deth: pp. 263-283.</p> <p>Optional: Heywood: pp. 381-400.</p>	<p>Discussion</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in class</p>
<p><u>Seminar 14.</u> The political process: international politics. Actors of international and global politics: the international organizations. Theories of international politics. The changing reality of the international system and the national sovereignty.</p> <p>Readings: Newton – Van Deth: pp. 72-99.</p>	<p>Discussion</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in class</p>
<p>1. Readings:</p>		

1. Hague, Rod Harrop, Martin–Breslin, Shaun: *Political Science: A Comparative Introduction*. New York: St. Martin's Press, 1993
2. A. Heywood: *Politics*. Houndmills–London: MacMillan Press Ltd., 1997
3. K. Newton–J. W. Van Deth: *Foundations of Comparative Politics*.
4. *Democracies of the Modern World*. Cambridge: Cambridge University Press, 2005
5. Goodin, R. E.–Klingemann, H-D. (eds): *A New Handbook of Political Science*. Oxford: Oxford University Press, 1998
6. Shively, W. Phillips: *Power and Choice. An Introduction to Political Science*. New York: Mc.Graw-Hill, 1999 (6th edition)
7. G. A. Almond–G. B. Powell, Jr.–K. Strom–R. J. Dalton: *Comparative Politics Today. A World View*. New York: Longman, 2003 (Seventh Edition).
8. Lipset–Rokkan (eds.): *Party Systems and Voter Alignments: Cross National Perspectives*. London–New York: The Free Press–Collier-Macmillan, 1967
9. Peter Flora (ed): *State Formation, Nation-Building, and Mass Politics in Europe. The Theory of Stein Rokkan*. Oxford: Oxford University Press, 1999
10. Gallagher, Tom–Laver, Michael–Mair, Peter: *Representative Government in Modern Europe*, New York: McGraw-Hill, 2002
11. Lijphart, Arend: *Patterns of democracy: government forms and performance in thirty-six countries*. New Haven: Yale University Press, 1999, Ch. 8: “Electoral Systems”
12. M Weber: *The Protestant Ethic and the Spirit of Capitalism*. Ch. 1: “Religious affiliation and social stratification”: (<http://xroads.virginia.edu/~HYPER/weber/WeberCH1.html>)
13. M. Weber: *Politics as vocation* (<http://www.sscnet.ucla.edu/polisci/ethos/Weber-vocation.pdf>)

9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program’s corresponding field

The course will provide the students with the basic conceptual and analytical tools required by the systematic study of politics and of the different thematic areas of political science, facilitating the more in-depth understanding of further disciplines to be studied in the subsequent semesters.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Exam	Oral examination, two topics from a list communicated in advance.	50%
10.5 Seminar/laboratory	Described below		50%
10.5.1. Assignments	<u>Homework assignment 1</u> Choose one ideology and discuss it in a one-page long presentation (12TNR, 1.5), addressing the following elements: <ul style="list-style-type: none"> • historical and social origins of the ideology; • main thinkers/representatives of the ideology and the essence of their standpoints; • main concepts/values characteristic for the ideology and their consequences regarding political action. 		5%
	<u>Homework assignment 2:</u> Choose one of the following exercises: 2.1. Identify <i>two countries</i> that present the features of the <i>presidential system</i> and two that present the		5%

	<p>features of the <i>parliamentary system</i>. Explain the criteria based on which you made your choice.</p> <p>2.2. Identify <i>two countries</i> that present the features of the <i>proportional electoral system</i> and two that present the features of the <i>majoritarian electoral system</i>. Explain the criteria based on which you made your choice.</p> <p>You may use as source: www.nationmaster.com</p>	
	<p><u>Term paper:</u></p> <p>Elaborate an essay of 4-6 pages (12TNR, 1.5) in which you compare the political systems of two states, using at least four dimensions of the political system discussed in the course. Try to find connections between particular institutional setups and certain elements of the overall political performance of the investigated states.</p>	25%
10.5.2. Seminar activity	Active participation in at least 75% of the seminars (10)	15%
10.6 Minimum performance standard		
<ul style="list-style-type: none"> • At least 2.5 points earned for the seminar activity. • At least 2.5 points earned in the oral examination, which requires proof of applying the basics of social and political theories in understanding, analyzing and evaluating the social-political phenomena, as well as dexterity in providing accurate explanation of particular situations by applying certain principles, theories and fundamental methods of social sciences. 		

Date

25. 09. 2017

Course lecturer signature

Levente Salat.....

Seminar assistant signature

Daniela Angi.....

Date of approval in the Department

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Head of department's signature

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