

Political Parties in a Comparative Perspective

Introduction

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About me

Mirko Wegemann (he/him)

- Since October 2024: Research Associate in the Department of Comparative Politics (Prof. Daniel Bischof)
- Previously: PhD Candidate at the European University Institute in Florence
- Research interests
 - Political parties
 - Political communication
 - Political culture of gender roles

Tell me a bit about yourself...

A small survey:

<https://www.menti.com/alq8bhffchh4>



Learning Outcomes

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4. How can we analyse political parties?

Timetable I

Week 1 Introduction

Block 1: Concepts

Week 2 Research Design

Week 3 Party Democracy

Block 2: Origins

Week 4 Institutions and Party Systems

Week 5 Cleavages

Block 3: Functions

Week 6 Candidate Selection

Week 7 Preference Aggregation and Articulation

Week 8 Talking with Practitioners

Timetable II

- ## Week 9 Mobilization and Competition

- Week 10 Governing

- ## Week 11 Crisis of Party Democracy?

Block 4: Analysing parties

- ## Week 12 Analysing Party Behavior

- ## Week 13 Your Projects

- Week 14 No Session

- ## Week 15 Oral Exam

Every week, there is one main reading, which is compulsory to read (except for session 1, 8, 12-15)!

Course Infrastructure

- Communication and literature via Learnweb (please check your mails, password: **ppcp_25**)
 - Literature research via ULB Münster, Google Scholar, or Web of Science
 - Access to most articles via the WiFi network of the University of Münster, from home via VPN
 - For an intro into the university library: Library Audiotour
 - Slides on my website

Requirements I

Workload

Workload is always an approximation but the regulations for evaluation foresee a workload of about 150 hours¹

Participation in the course:

30 hours

Preparation and follow-up of the course + oral exam

$$150 - 30 = 120 \text{ hours}$$

¹
regulations

Requirements II

- Regular attendance and participation
- Prior engagement with the session literature
- Submission of two questions on the literature in two different sessions
- Connecting-thoughts essay
- Oral exam on your own research idea

Requirements III

- *Studienleistungen*: Questions about the literature **and** essay
- *Prüfungsleistung*: Oral exam

Partial requirements 1 |

Engagement with session literature and questions

For all sessions

- read and engage with the session literature in advance
- make notes
- raise questions whenever something remained unclear

Partial requirements 1 II

Engagement with session literature and questions

For two sessions of your choice

- develop two questions on the session literature (on one or more readings)
- questions should go beyond clarification questions; rather questions about the consistency of an argument, the chosen design or possible implications of the research
- each of the questions should be briefly elaborated
- submit on **Monday, 23:59 before the session** > late submissions cannot be accepted

Partial requirements 1 III

Engagement with session literature and questions

- in the session, we'll often do group work on the readings in which you serve as a moderator for your own questions (so you need to show up!)
- submission not possible for sessions 1-3, 8, 12-15

We'll have to distribute the questions – after the session you can pick your choices on Learnweb.

Partial requirements 2 |

Connecting-thoughts essay

As part of your ‘Studienleistung’, you are asked to write and present an essay.

- the essay should be max. 3 pages (12 font size, 1 1/2 spacing, 2.5cm margins)
- for the essay, you need to read one of the complementary readings in addition to the main reading of the respective session

Partial requirements 2 II

Connecting-thoughts essay

- the essay consists of three subsections
 1. ...briefly summarize the complementary reading (max. one page)
 2. ...relate it to the main reading (similarities/differences)
 3. ...critically evaluate the complementary reading's strengths and weaknesses

Partial requirements 2 III

Connecting-thoughts essay

During the seminar, you will serve as expert and moderator.
This means that you may need to...

- ...guide through a small-group discussion
- ...give the group (and the class) input on the complementary reading
- ...moderate the questions submitted by your peers

You have to submit your essay by Monday, 23:59, in the week of the seminar.

Partial requirements 3 |

Oral exam

- if you need a grade, you need to submit a *Prüfungsleistung*
- in this seminar, the *Prüfungsleistung* will be an oral exam
- the exam takes place in the final week of the seminar (first week of February)
- you need to submit materials by Friday in the week before

Partial requirements 3 II

Oral exam

- choose your own topic, develop research hypotheses and propose an empirical design strategy
- you will prepare a 10-15 minute presentation which is followed by a 15-20 minute Q&A
 - the presentation will be on your research idea
 - the questions will be on the idea and related content from our seminar sessions
- there's a practice session in week 13, week 14 is cancelled for you to prepare

Plagiarism I

"The act of plagiarism is fulfilled when in written study and examination performances "texts of third parties are taken in whole or in part, literally or nearly literally, and presented as one's own scholarly work." This practice "not only contradicts good scientific practice, but it is also a form of intellectual theft and thus a violation of copyright."

IfPol: Resolution by the German Association of University Professors and Lecturers

Plagiarism II

There are different **types of plagiarism**

- Plagiarism of whole work
- Citation without proper referencing
- Translation plagiarism
- Self plagiarism
- Ghostwriting

In case there is any suspicion of plagiarism, we will check the submission with the plagiarism detection *Turnitin*.

On the use of AI I

AI tools have facilitated various aspects of our lives. Can we use them in this seminar? **Yes.**

- be transparent about the use of AI
- *Be the human in the loop:* AI output depends on its input; bad input = bad output
- if AI is hallucinating, you'll be responsible for it
- I cannot accept output which is entirely written by AI
- useful tools:
 - **Chat:** Uni-GPT, Mistral AI, Duck AI
 - **Research:** Elicit, Consensus, Connected Papers, Research Rabbit

On the use of AI II

And, in general, in and outside the seminar:

- Take an AI vacation day. Before prompting anything to AI, how would you approach the research topic? Read the literature, write down notes, sketch a potential research question and your expectations about it.

Inclusion

We want to establish an open and inclusive culture in this seminar.

- Gender-sensitive language is used whenever possible in seminar communication
 - Studies on why it is useful to go beyond the generic masculine: Tavits and Pérez (2019) and Vervecken, Hannover, and Wolter (2013)
- You are welcome to share your pronouns.
- There is no place for racism, sexism, homo- or transphobia here.
- We learn together: all types questions are legitimate and welcomed, and knowledge gaps are no reason to feel ashamed.

Contact me

- After the seminar or during office hours (by prior email registration)
- Email: m.wegemann@uni-muenster.de
- Address
Institute of Political Science
Department: Comparative Politics
Room: 223, Scharnhorststr. 100
48151 Münster
- Feedback via LاماPoll or by email

Any further questions?

The power of the party

“the political parties created democracy and modern democracy is unthinkable save in terms of the parties”
(Schattschneider and Pearson 2004, p. 1)

“absent this organized, repeated competition between or among several political parties, there is no democracy”
(Aldrich and Griffin 2018, p. 22)

Why do parties emerge? I

Why do parties emerge? II

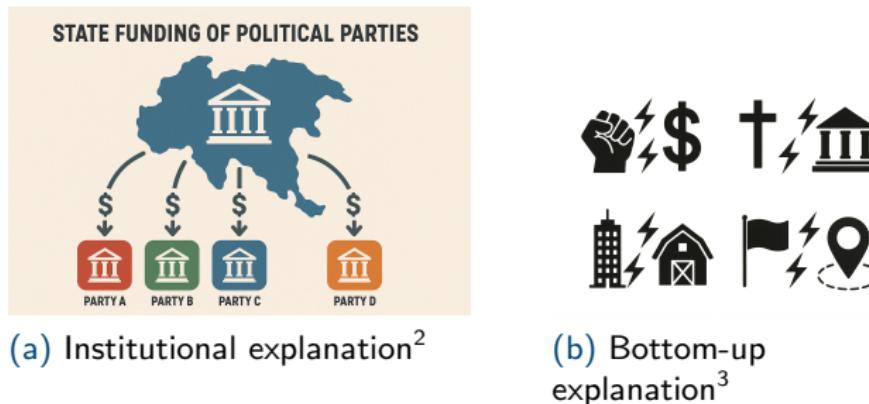


Figure: Two explanation of parties' origins

²GPT-1-Image prompt: Create a picture that visualizes a state (in the form of pangea) that funds different political parties fairly. The graph should show monetary flows going from state to four fictional parties' bank accounts.

³Please visualize four political cleavages (capital-labor, church-state, urban-rural, centre-periphery). Show icons that symbolize the conflicts between the antagonistic groups, no text, only symbols.

Functions of political parties?

What do you think, which functions do political parties have?

The recruitment machinery



Figure: Source: SWR

Who's that?

The communicator I

How do parties communicate their agenda? What are they talking about?

The communicator II

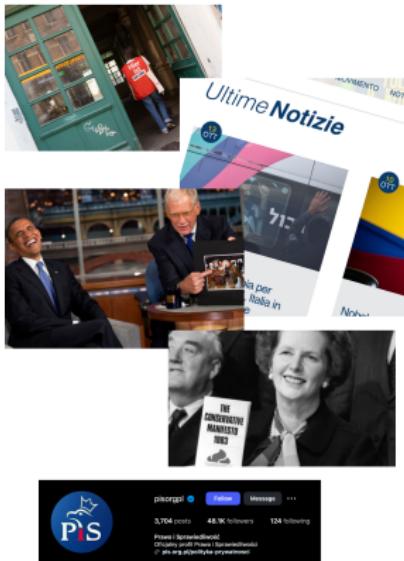


Figure: Channels of communication (Sources: Law and Justice on Instagram, door-to-door campaigning by Die Linke, manifesto presented by Thatcher 1983, press releases by Fratelli d'Italia)

The campaigner



Figure: TV debate between Biden and Trump 2024, Source: Deutschlandfunk

The governing force



Figure: Finalized coalition talks between German CDU, CSU and SPD tSource

The crisis? |

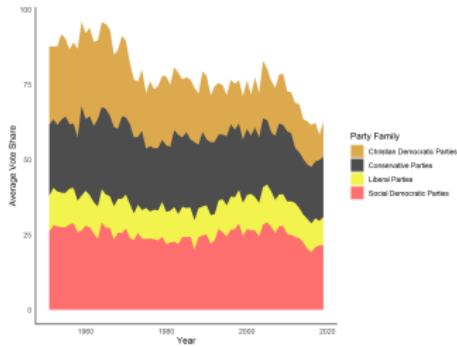
Table 2.3 Trends in party identification

Nation	% with PID	% identifiers		% strong identifiers			Time-points (N)
		Per annum Δ	signif.	Per annum Δ	signif.	Period	
Australia	92	-0.179	0.19	-0.593	0.00	1967–98	(8)
Austria	67	-0.916	0.00	-0.663	0.00	1969–99	(7)
Belgium*	50	0.090	0.60	-0.285	0.03	1975–99	(22)
Britain	93	-0.202	0.00	-0.882	0.00	1964–01	(10)
Canada	90	-0.386	0.05	-0.150	0.17	1965–97	(9)
Denmark	52	0.001	0.95	-0.207	0.36	1971–98	(9)
Finland	57	-0.293	0.49	-0.147	0.61	1975–91	(4)
France*	59	-0.712	0.00	-0.329	0.02	1975–99	(22)
Germany	78	-0.572	0.00	-0.573	0.00	1972–98	(8)

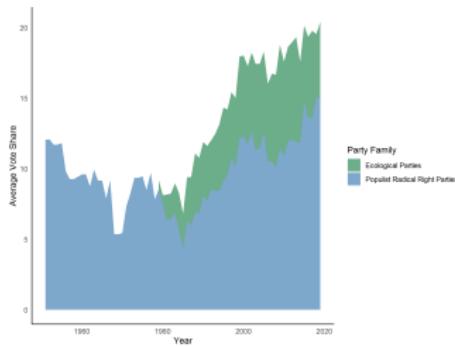
Figure: The decline in party identification (Dalton 2007, p. 32)

De-alignment?

The crisis? II



(a) Mainstream



(b) 'Challengers'

Figure: Vote Share of Different Party Families in Western Europe, own visualization

Re-alignment?

To prepare for next week... I

- Reading of the syllabus
 - Is there anything missing?
 - Do you have additional literature suggestions? Or would you prefer to switch some of the main/complementary readings?
 - Do you have any further questions about the seminar requirements?
- Choose sessions for submitting your questions and essay (do not choose the same session!)

To prepare for next week... II

- Readings:
 - Main readings
 1. King G, Keohane RO, and Verba S (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research, New Edition*. Princeton University Press. 266 pp. ISBN: 978-0-691-22464-0. Google Books: RFMgEAAAQBAJ – Chapter 1
 - Complementary readings
 1. Powner LC (Nov. 4, 2014) *Empirical Research and Writing: A Political Science Student's Practical Guide*. CQ Press. 321 pp. ISBN: 978-1-4833-7065-1. Google Books: a1IvBQAAQBAJ
 2. Kellstedt PM and Whitten GD (July 26, 2018) *The Fundamentals of Political Science Research*. 3rd ed. Cambridge University Press. ISBN: 978-1-108-13170-4
978-1-316-64267-2. DOI: 10.1017/9781108131704, Ch. 3

Thank you for your attention!
Any further questions?

Literature I

-  **Aldrich JH and Griffin JD (2018) *Why Parties Matter : Political Competition and Democracy in the American South.* Chicago Studies in American Politics. Chicago: University of Chicago Press, 2018.**
-  **Dalton RJ (2007) *Democratic Challenges, Democratic Choices: The Erosion of Political Support in Advanced Industrial Democracies.* Comparative Politics. Oxford: Oxford Univ. Press, 2007. 230 pp.**
-  **Kellstedt PM and Whitten GD (2018) *The Fundamentals of Political Science Research.* 3rd ed. Cambridge University Press, 2018.**

Literature II

-  **King G, Keohane RO, and Verba S** (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research, New Edition*. Princeton University Press, 1994. 266 pp. Google Books: RFMgEAAAQBAJ.
-  **Powne LC** (2014) *Empirical Research and Writing: A Political Science Student's Practical Guide*. CQ Press, 2014. 321 pp. Google Books: a1IvBQAAQBAJ.
-  **Schattschneider EE and Pearson SA** (2004) *Party Government: American Government in Action*. 1st ed. Routledge, 2004.
-  **Tavits M and Pérez EO** (2019) Language Influences Mass Opinion toward Gender and LGBT Equality. *Proceedings of the National Academy of Sciences* **116** (34), 16781–16786.

Literature III



Vervecken D, Hannover B, and Wolter I (2013) Changing (S)Expectations: How Gender Fair Job Descriptions Impact Children's Perceptions and Interest Regarding Traditionally Male Occupations. *Journal of Vocational Behavior* **82** (3), 208–220.