

# **POLS 5345 Seminar in Comparative Electoral Systems**

**Fall 2023**

Instructor: Dr. Taeko Hiroi

E-mail: [thiroy@utep.edu](mailto:thiroy@utep.edu)

Class Time/Location: Tuesdays 6:00-8:50 pm in BEND205

Office Hours: Tuesdays 1:30-2:30 (in person or via Zoom—by appointment only)

## **COURSE DESCRIPTION**

Elections are at the heart of representative democracy. However, the rules for elections vary considerably in terms of how voters cast their votes and how votes are counted and translated into seats. Those differences in electoral systems can produce vastly different outcomes with respect to who wins elections, who gets to govern, and how many parties are viable in the system. They can affect the types of government that emerge and governments' ability to govern. Electoral systems can also influence the behavior of voters, politicians, and political parties, campaign strategies, economic policy, and levels of corruption in a society.

In this seminar we will examine electoral systems used around the world and analyze how electoral systems can affect voters, politicians, party systems, policymaking, representation, electoral misconduct, and the quality of democracy. We will explore some of the major theoretical and conceptual approaches to and empirical studies on electoral systems.

The course is organized around thematic topics rather than geographic areas, but we will also discuss specific examples from around the world. Students will develop thematic and regional expertise with their research papers and election analysis reports.

## **COURSE OBJECTIVES**

Upon a successful completion of the course, you will be able to:

1. Understand the basic mechanical differences among electoral systems and how those differences can generate differing outcomes and behaviors.
2. Calculate key measures of analysis, such as the effective number of parties, level of (dis)proportionality, and degree of malapportionment.
3. Analyze how observed differences in the politics of different countries may be related to the electoral systems they employ.
4. Understand the politics of electoral reform and recognize the possibilities and limitations of electoral system design and reform.
5. Have an early start on your Master's thesis or research paper on electoral systems and related areas.

## COURSE COMMUNICATION

If you have a question regarding or need help with technological issues, contact UTEP's [Technology Help Desk](#) (see the section on UTEP Technology Support Help Desk).

If you have a question regarding course material or assignments, please post it on the **Help Board** on the course's Blackboard page. Please make sure that your question is not addressed by the syllabus. If it is, I will simply refer you to the syllabus.

If you need to contact me regarding your personal matters, **UTEP email is the best way to reach me**. I will make every effort to respond to your email within 24-48 hours of receipt during weekdays. I will try to respond to weekend messages by Monday. Please use your UTEP email address when you email me. **Your email should include the course number in the subject line and your name and UTEP ID number in the body of your email.**

I have also set up **office hours**. I will be available during my office hours by appointment. Please inform me whether you would like to meet in person or virtually (via Zoom) when you make an appointment. Please be aware that Zoom meetings are not private. Anyone who logs in to virtual office hours can see and hear our interactions.

## HEALTH PRECAUTION STATEMENT

Please stay home if you have been diagnosed with or are experiencing symptoms of communicable diseases such as the flu and COVID-19. If you are feeling unwell, please let me know as soon as possible so that we can work on appropriate accommodation. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Centers for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

## MENTAL HEALTH RESOURCES FOR UTEP STUDENTS

UTEP offers students a wide range of mental-health related resources on and off campus. The on-campus resources include counseling and treatment, when there is a need, to support recovery. Please visit the [mental health resources website for UTEP students](#) for more information.

- [Counseling and Psychological Services \(CAPS\)](#)  
Union West, Room 202/UTEP

Phone: (915)747-5302

After Hours Crisis Line: (915) 747-5302

- [National Alliance on Mentally Ill \(NAMI\)](#) - UTEP Campus Chapter.
- [988 Suicide and Crisis Lifeline](#)— The **988 Lifeline** provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States.
- Emergency number: **911**

## REQUIRED BOOK

Andrew Reynolds, Ben Reilly, and Andrew Ellis, eds. 2008. **Electoral System Design: The New International IDEA Handbook**. The International Institute for Democracy and Electoral Assistance (IDEA).

\*The IDEA Handbook is available online for free. <https://www.idea.int/sites/default/files/publications/electoral-system-design-the-new-international-idea-handbook.pdf>

Other assigned readings are available online. To access e-journals off campus, make sure to connect to the UTEP VPN.

## COURSE REQUIREMENTS

### 1) Assigned Readings

The volume of the assigned readings for each week is intentionally light so that (1) you can spend enough time to read each reading carefully and analytically; and (2) you will have sufficient time to work on the research components of this seminar—an election analysis report and research paper. Each assigned reading is important, and I absolutely expect everyone to have completed the assigned readings before each class meeting, post analytic discussion questions on the discussion board (see the section on participation), and bring important questions to discuss to class meetings. You need to take good notes for each assigned reading and review your notes before coming to class meetings. The course schedule at the end of the syllabus includes information on assigned readings.

Since we won't be able to analyze the implications of electoral systems and electoral system design without understanding electoral rules, it is critical that you understand the key concepts and mechanics of electoral systems. When doing assigned readings, you should be able to answer the following types of questions:

- What is the ballot structure (the manner in which voters cast their votes)? Does it permit intraparty competition?
- How many votes does each voter cast? Do voters cast their vote(s) at the candidate, party, or coalition level?
- To what level do votes “pool (the level at which votes are aggregated to determine seats won)” —at the level of individual candidates, parties, or electoral coalitions?

- What is the electoral district and district magnitude (the number of seats up for competition)? What rules or formulae do they use to allocate seats?

Then you should think about the theoretically relevant consequences of these rules, such as:

- What types of campaigning activities do candidates and parties pursue?
- What types of candidates and/or parties are attractive to voters?
- To what extent do the electoral rules motivate voters to turn out to vote?
- How many and what types of parties hold legislative seats?
- How cohesive and disciplined are party members in terms of legislative voting?
- What kinds of legislative activities are important to legislators?
- What kinds of policies and behaviors do politicians pursue?
- What is the process of government formation (e.g., single-party majority government, minority government, coalitions, internal heterogeneity, cabinet portfolio allocation, etc.)?
- How stable are governments?
- How effective are governments in legislating and governing?
- To what extent are minorities and women represented?
- To what extent is there ideological congruence between the electorate and the representatives?
- What is the level of electoral fraud and misconduct?
- To what extent are votes counted equally?

As you read case studies, you should also consider:

- What are the basic electoral rules for the country and how do these rules influence the types of behaviors that politicians and parties pursue?
- In what ways is the electoral system of the country unique and how may these unique features affect political behavior and outcomes?
- How does the country context matter for the way the electoral system works?

## 2) Class Participation:

Since this is a graduate seminar, the success of the class critically depends on every student's commitment to making class discussions intellectually stimulating and rewarding. Do not expect a lecture. I may occasionally provide brief lectures on certain topics to facilitate class discussion and learning, but the large part of the quality of the seminar is determined by each student contributing to collective learning by coming to every class, having completed assigned readings and actively discussing them. You will be evaluated on both the quality and quantity of your participation. Note that you cannot possibly participate in discussions if you miss a class, and unjustified absences will significantly affect your participation grade. Specifically, you will lose 25 percent of the participation grade for each unjustified absence.

Engagement is an important part of your participation. To prepare for class discussions and to facilitate everyone's involvement, for each week **every student must prepare at least two discussion questions based on the week's readings**. These questions should focus on concepts, theories, methodologies, data, and other key questions in the literature. Questions involving comparisons of various readings are welcome. **You need to post discussion**

**questions in the designated space on the discussion board on the course's Blackboard page no later than 10 pm of Sunday before each class meeting.** The quality and quantity of these questions and their punctual submission will be graded. Good questions will be rewarded with higher grades. You should respond to some of the questions posted on the discussion board prior to the meeting. Good, thoughtful responses and comments will be rewarded with higher participation grades. **All students should review posted questions and comments prior to coming to class.** Please keep in mind that you must post at least two questions for each week regardless of whether you attend the seminar in that week. Each missed question will result in the loss of 2 percentage points of the participation grade.

For participation in the research paper workshop weeks, please see the section on the research paper below and the course schedule at the end of the syllabus.

- 3) **Critical Reviews:** You will write **two critical reviews** of the assigned weekly readings. Critical reviews are due at 6:00 pm the following week. For example, if you choose to write a critical review of the readings assigned for week 2, your review is due in week 3 at 6:00 pm. Please submit critical reviews via designated submission windows on Bb. Please do not email me your reviews.

Critical reviews should cover all the readings for the week but cannot be mere summaries. You should identify and discuss the main debates in the literature and critically analyze the week's readings. For example, what are the central questions and central controversies, and how does each reading approach them? What evidence do authors provide? What are their strengths and weaknesses, and how might you improve their theories and empirical research? Emphasize theories, research designs, and methodologies. Focus on the content.<sup>1</sup> The reviews should be **3 to 4 pages** (no more than 4 pages), typed using *Times New Roman* 12 pt. font size, double-spaced, paged consecutively, and with the standard one-inch margin on all four sides. All references must be appropriately cited. I will stop reading reviews at the end of the fourth page if they are longer than the maximum length.

In general, no late review will be accepted. The submission windows will close after each deadline. You have an entire semester to choose from to write your reviews. If you cannot submit one on time, you just need to write another one. Since unexpected emergencies do happen, I strongly encourage you to submit your critical reviews early in the semester. **Your first review is due no later than October 17.**

- 4) **Discussion Leader:** We will have at least one discussion leader each week. Assignments will be made during the first meeting. Your role as a discussion leader will be graded. Discussion leaders will provide a brief (2-3 minutes) summary of each reading and actively raise and respond to discussion questions both on the discussion board and during class meetings. By being a discussion leader, you are not asked to lecture for the class. Your role is, jointly with me, to facilitate and stimulate class discussions. In addition, you will present an election analysis report for the week in which you serve as a discussion leader. See the section "Election Analysis Report" for detailed instruction on the content of the report.

---

<sup>1</sup> Critiques in critical reviews should not focus on writing or presentation styles of the authors but rather emphasize the content of their studies.

- 5) **Election Analysis Report:** You will prepare a 5–7-page report analyzing the most recent election in a specific country. Imagine that you are tasked to write an analysis of the most recent national-level legislative or presidential election of a specific country for an NGO or a governmental agency. You will choose the country to report on and need to obtain my approval for the election case you choose by at least one week prior to your presentation. You may not choose a US election. The report should explain the electoral system and discuss the candidates, parties, and electoral coalitions (if any) that participated in the election. The report should also describe the relevant context in which the election took place. It should provide detailed election results, focusing in particular on how the electoral system helped shape the outcomes and applying the key measures of analysis you have learned in the course (e.g., the effective number of parties, indices of disproportionality and malapportionment, etc.).

You must consult (and cite) a minimum of five sources, including at least two scholarly articles or books. Additionally, you may also use web-based primary and secondary sources, such as those maintained by governments, NGOs, and international organizations, newspapers, specialized blogs, and data archives. You may not use Wikipedia or similar sources. Make use of graphs and tables when presenting the election results. The graphs and tables must be your original. Provide sources of information for each graph and table you include. You should not copy and paste graphs and tables from other sources.

Your election analysis report should have a clear thesis statement with a carefully developed argument and supporting evidence. The purpose of your election analysis report is to help the reader understand what was significant about the election in the context of concepts, theories, and issues introduced in this course.

Your paper should follow the standard paper requirement, i.e., it should be typed, using *Times New Roman* 12 pt. font size, double-spaced, and paged with the standard one-inch margin on all four sides. All references should be appropriately cited both in the body of the text and in the bibliography.

**Your analysis report is due on the day of your presentation.** Please submit the report via the submission window on Bb.

- 6) **Research Paper:** Your research paper should address an important question in the study of elections and electoral systems. Your paper should be empirical and conform to the expectations of social science research. That means that it begins with a research question, followed by a theory and a hypothesis or hypotheses, and evaluates them with real world observations (i.e., data). Merely descriptive studies are not acceptable as graduate research papers.

Please be sure to obtain my approval for your research topic before you submit your research paper proposal, if not earlier. Approval of your topic will require, at minimum, that you articulate your research question and a hypothesis (or hypotheses) and that you be able to discuss the sources of the data/information that you intend to use. You may, if you would like, use your election analysis report to inspire your research paper.

This assignment is completed and evaluated in three phases.

***a) Getting started—research preparation (due October 10 @ 6 pm)***

Submit a **one-page abstract** (approximately 250 words, Times New Roman, 12 pt. font size, double-spaced) of the research paper you are proposing. You should skim the assigned readings for the remainder of this semester to help you generate ideas about your research paper topic. Closely read the topic(s) you find interesting as a potential topic for your research paper. Your abstract should include a research question, a thesis statement or argument, and a short description of your research design and methodology in a few sentences.

Post an electronic copy in the designated space on Blackboard's discussion board and submit a copy to me via the submission window on Bb (due **Tuesday, October 10 at 6 pm**). You need to read all other students' abstracts and give them substantive feedback on the discussion board (due **Friday, October 13 at 6 pm**).

This assignment is intended to encourage you to start thinking about your research paper in concrete terms. You will receive a full score if you follow the instructions (see above) and show your effort. You are also permitted to change your research topic if you would like after reviewing the feedback from me and your classmates.

***b) Research paper proposal (due October 24 @ 6 pm)***

The second phase involves writing a research paper proposal. A good research paper proposal includes a research question, significance of the project, literature review, theory and hypotheses, research design and methodology, and expected findings. As stated above, you need to obtain my approval for your research paper proposal. The proposal should be 5-6 pages, page-numbered and double-spaced, and typed using *Times New Roman* 12 pt. font size and with one-inch margin on all four sides.

Your research paper proposal is due on **Tuesday, October 24 at 6 pm**. Post an electronic copy in the designated space on Blackboard's discussion board and submit a copy to me via the designated submission window on the Bb homepage. You need to read all other students' proposals and give them **substantive feedback** on the discussion board by **Friday, October 27 at 6 pm**.<sup>2</sup> This constitutes reading assignments and seminar participation for the week.

***c) Submit and present your research paper (due December 5 @ 6 pm)***

The final phase of this assignment is the submission and presentation of your research paper. Your research paper must be complete and will be between 15 and 25 pages, including notes, tables, figures, and a bibliography. It should consist of the following sections: introduction, literature review, theory and hypotheses, research design and methodology, analysis and findings, and conclusions. Please submit your research paper by **Tuesday, December 5 at 6 pm** via the designated submission window on Bb.

---

<sup>2</sup> Simple comments and questions, such as "great proposal," "interesting," "why did you choose this topic?" and the like, are not substantive feedback. Substantive feedback includes comments, questions, and suggestions aimed to help improve the theory, research design, methodology, and other aspects of the substantive content of the paper. Feedback should be constructive.

Your paper should follow the standard paper requirements, i.e., it should be typed, using *Times New Roman* 12 pt. font size, double-spaced, and paged with the standard one-inch margin on all four sides. All references should be appropriately cited both in the body of the text and bibliography. Please refer to APSA's style manual for stylistic guidance. The style manual is available at <https://connect.apsanet.org/stylemanual/>.

Research paper presentations will also take place on December 5. Each presentation should be approximately **12 minutes** (and no longer than 15 minutes) and use PowerPoint. Depending on the number of students presenting, we may need to extend the class meeting time on December 5 or use the final exam period to accommodate presentations by all students. We will collectively make a decision should it be necessary to do so.

## GRADES

The course grade is determined as follows:

Course requirements	WEIGHTS IN THE COURSE GRADE
Reading & Participation	25%
Critical Reviews	20% (10% x 2)
Discussion Leader	5%
Election Analysis Report	15%
Research Paper	35% (abstract 2%; proposal 5%; paper presentation 5%; paper 23%)

Final Grade Scale	
90% ≤	A
80% ≤ & < 90%	B
70% ≤ & < 80%	C
60% ≤ & < 70%	D
<60%	F

## COURSE POLICY

- **Please be on time** to attend class meetings and stay through the end of the class. If we have virtual live class sessions, you need to **enable your webcam** during those sessions. If your webcam is off, I will consider that you are absent. If you cannot use your webcam for an excusable reason, please contact me prior to the class meeting. Please know that if you do not respond when you are called while your webcam is off, it will count as an absence.
- Please stay focused on the class during virtual and face-to-face class meetings. Do not browse the internet, text, email, or make noise.



- **Please maintain respectful and appropriate behavior.** Meaningful and constructive dialogue is encouraged in this class, which requires mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times. One's words and use of language should be temperate and within acceptable bounds of civility and decency. Disruptive behaviors, including excessive talking, arriving late to class, leaving class early, sleeping, reading newspapers or books, and using unauthorized electronic devices (including taking pictures or video- or voice-recording) during class meetings, are not permitted. Repetitive and/or seriously disruptive behavior, including, but not limited to, fighting, using profanity, personal or physical threats or insults, displaying hostility or rudeness towards other students or the professor, and damaging property, may result in your removal from class, and reporting to the Dean of Students and/or the police. Expectation of respectful and appropriate behavior extends beyond the physical classroom.
- You are not allowed to record our class meetings. If you have a legitimate reason to record our class meetings, you need to obtain my prior approval. You must not share video- or voice-recordings with others or post them on the Internet. You are also prohibited to share materials obtained or accessed through this course with people who are not enrolled in this course or post them online. Such information is protected by law.
- At times it may be necessary to make adjustments to reading assignments and course schedule. I will make such announcements in class and/or on Blackboard. If you miss a class when these announcements are made, you are responsible for obtaining such information.
- Please check Blackboard on a regular basis.
- **All assignments and papers need to be professionally written.** They must be typed with standard citation and writing styles (see APSA's style manual) and standard margins of one inch on all four sides. All pages must be numbered consecutively (except for the title page). Where there is a page limit, you must follow it. All assignments and papers must be **proofread before submission**. If you need assistance in writing, I encourage you to go to the **UTEP writing center**. NEVER turn in your first draft: there is no excuse for turning in an unedited paper! Depending on the extent of editorial problems, your assignment's grade will be lowered by one-third of a letter grade to one full letter grade.
- **Please do not email assignments. Submit them on Bb.**

### ACCOMMODATIONS

If you have a disability and need accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). CASS' Staff are the only individuals who can validate and, if need be, authorize accommodations for students with disabilities.

### ACADEMIC INTEGRITY POLICY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion.

Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. **The use of generative AI tools such as Chat GPT is prohibited in this course.** Violations will be taken seriously and will be referred to the Office of Student Conduct and Conflict Resolution for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.

### **COPYRIGHT AND FAIR USE REQUIREMENTS**

Students also need to be aware of the copyright and fair use requirements. The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

### **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. Students who wish to use any portion of the course materials for purposes other than the work in this course shall make a formal written request to obtain an explicit written authorization for requested use. Unauthorized use or dissemination of the course materials is strictly prohibited.

### **EFFECTIVE ELECTRONIC COMMUNICATION (NETIQUETTE)**

All students are expected to adhere to professionalism and demonstrate mutual respect at all times in their communication with fellow students and the professor. You need to take greater care in electronic communication. Without the aid of body language and voice tones, your words are more prone to misinterpretation, and you may offend someone unintentionally. You should avoid unnecessary provocations or arguments. No personal attack is permitted. Always be courteous and respectful when communicating with fellow students and the professor and proofread your post to ensure that it is written professionally and without any hint of incitement or insult.

**No inappropriate behavior will be tolerated.** Inappropriate student behavior will be reported to and handled by the University. The professor retains the discretion to drop students from the course for any inappropriate behavior.

Please keep in mind the following netiquette rules:

- Always consider audience. Remember that members of the class and the professor will be reading your posts.
- Respect and courtesy must be provided to classmates and to the professor at all times. No harassment, flaming, or inappropriate posts will be tolerated.

- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in standard English with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

Here are some **useful tips for effective online communication and interaction.**

**Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then review it before posting it in order to remove any strong language.

**Be Forgiving:** If someone states something that you find offensive, mention this directly to the professor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the professor.

**This is Permanent:** Think carefully about the content of your post before contributing it. Once sent to the group, there is no taking it back. Poor writing does not reflect well on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

**Test for Clarity:** Your text may often appear perfectly clear to you as you compose them but turn out to be obtuse to your reader. One way to test for clarity is to read your text aloud to see if it flows smoothly. If you can read it to another person before posting it, it is even better.

**Remember Your Place:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your professor and your fellow students with respect.

**Follow the Parameters/ Stick to the Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

**Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

## **UTEP VIRTUAL PRIVATE NETWORK**

UTEP's electronic resources, such as electronic books and articles from the library, are available to registered students when working from outside the campus network. In order to access these resources, you will need to set up a Virtual Private Network (VPN) that recognizes that you are a UTEP student. Go to the University's [VPN webpage](#) for instructions.

## COURSE SCHEDULE

The following is a *tentative* schedule. You will be notified of any changes made to this schedule.

	<b>Topics and Readings</b>
<b>Aug 29</b>	<p><b>Introduction and Overview</b> Reading</p> <ul style="list-style-type: none"> <li>• IDEA. Ch. 1.</li> </ul> <p>✓ Assignment of discussion leading weeks</p>
<b>Sep 5</b>	<p><b>Electoral Systems Around the World: Majoritarian Systems</b> Reading</p> <ul style="list-style-type: none"> <li>• IDEA. Ch. 2 “The World of Electoral Systems” (entire); Ch. 3 on “Plurality/Majority Systems,” pp. 35-57 &amp; “Other Electoral Systems,” pp. 112-118; Ch. 4 on “Electing a President,” pp. 130-138.</li> <li>• Bromann, Nils-Christian, and Matt Golder. 2013. “Democratic Electoral Systems Around the World, 1946-2011.” <i>Electoral Studies</i> 32 (1): 360-369.</li> <li>• Chhibber, Pradeep, and Ken Kollman. 1998. "Party Aggregation and the Number of Parties in India and the United States." <i>American Political Science Review</i> 92 (2): 329-42.</li> <li>• Sharman, C., A. M. Sayers and N. Miragliotta. 2002. “Trading Party Preferences: The Australian Experience of Preferential Voting.” <i>Electoral Studies</i> 21 (4): 543-560.</li> </ul>
<b>Sep 12</b>	<p><b>Electoral Systems Around the World: Proportional Representation and Mixed Systems</b> Reading:</p> <ul style="list-style-type: none"> <li>• IDEA, Ch. 3 on “Proportional Representation Systems,” pp. 57-90, “Mixed Systems,” pp. 90-112 &amp; “Electoral System Tiers and Hybrid Systems,” pp. 118-121.</li> <li>• Carey, John M. and Simon Hix. 2011. “The Electoral Sweet Spot: Low Magnitude Proportional Electoral Systems.” <i>American Journal of Political Science</i> 55:383-397.</li> <li>• Shugart, Matthew Soberg. 2001. “Electoral “efficiency” and the move to mixed-member systems.” <i>Electoral Studies</i> 20 (2): 173-193.</li> </ul>

<p><b>Sep 19</b></p>	<p><b>Party Effects &amp; Duverger's Theory</b>  Reading:</p> <ul style="list-style-type: none"> <li>• Clark, William R., and Matt Golder. 2006. "Rehabilitating Duverger's Theory: Testing the Mechanical and Strategic Modifying Effects of Electoral Laws." <i>Comparative Political Studies</i> 39(6):679-708.</li> <li>• Singer, Matthew. 2013. "Was Duverger Correct? Single-Member District Election Outcomes in Fifty-three Countries." <i>British Journal of Political Science</i> 43(1): 201-220.</li> <li>• Colomer, Josep M. "It's Parties That Choose Electoral Systems (Or, Duverger's Laws Upside Down)." <i>Political Studies</i> 53 (1): 1–21.</li> <li>• Cox, Gary W. 1999. "Electoral Rules and Electoral Coordination." <i>Annual Review of Political Science</i> 2 (1): 145-161.</li> </ul>
<p><b>Sep 26</b></p>	<p><b>Governance, Legislative Behavior &amp; Campaign Strategy</b>  Reading:</p> <ul style="list-style-type: none"> <li>• IDEA, Ch. 4, pp. 138-150.</li> <li>• Blais, André. 1991. "The Debate over Electoral Systems." <i>International Political Science Review</i> 12 (3): 239–60.</li> <li>• Carey, John and Matthew S. Shugart. 1995. "Incentives to Cultivate a Personal Vote: A Rank Ordering of Electoral Formulas." <i>Electoral Studies</i> 14 (4): 417-439.</li> <li>• Carey, John M. 2007. "Competing Principals, Political Institutions, and Party Unity in Legislative Voting." <i>American Journal of Political Science</i> 51(1): 92-107.</li> <li>• Nemoto, Kuniaki, and Matthew S. Shugart. 2012. Localism and coordination under three different electoral systems: The national district of the Japanese House of Councillors." <i>Electoral Studies</i> 32(1): 1-12.</li> </ul>
<p><b>Oct 3</b></p>	<p><b>Substantive Representation</b>  Reading:</p> <ul style="list-style-type: none"> <li>• Huber, John D., and G. Bingham Powell. 1994. "Congruence Between Citizens and Policymakers in Two Visions of Liberal Democracy." <i>World Politics</i> 46(3): 291-326.</li> <li>• Blais, Andre, and Marc Andre Bodet. 2006. "Does Proportional Representation Foster Closer Congruence Between Citizens and Policy Makers?" <i>Comparative Political Studies</i> 39(10): 1243-62.</li> <li>• Powell, G. Bingham. 2009. "The Ideological Congruence Controversy: The Impact of Alternative Measures, Data, and Time Periods on the Effects of Election Rules." <i>Comparative Political Studies</i> 42:1475–1497.</li> <li>• Iversen, Torben, and David Soskice. 2006. "Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More than Others." <i>American Political Science Review</i> 100(2): 165-181.</li> </ul>

<p><b>Oct 10</b> *Online session via Discussion Board</p>	<p><b>Research Preparation (Abstract)</b> Reading:</p> <ul style="list-style-type: none"> <li>• Download and skim assigned readings for the rest of the semester.</li> <li>• Student research abstracts (on Blackboard)</li> </ul> <p>Submit a one-page (approximately 250 words, <i>Times New Roman</i>, 12 pt. font size, double-spaced) abstract of the research paper you are proposing. Post an electronic copy in the designated space on Blackboard’s discussion board and submit a copy to me via the submission window on Bb (due Tuesday, October 10 at 6 pm). You need to read all other students’ abstracts and give them substantive feedback on the discussion board (due Friday, October 13 at 6 pm). See the “Research Paper” section of the syllabus for more instruction.</p> <ul style="list-style-type: none"> <li>✓ Research abstract due on October 10 at 6 pm on Bb</li> <li>✓ Feedback due on October 13 at 6 pm on Bb</li> </ul>
<p><b>October 17</b></p>	<p><b>Descriptive Representation</b> Reading:</p> <ul style="list-style-type: none"> <li>• IDEA, Ch. 3 on “Considerations on Representation,” pp. 121-126.</li> <li>• Roberts, Andrew, Jason Seawright, and Jennifer Cyr. 2012. “Do Electoral Laws Affect Women's Representation?” <i>Comparative Political Studies</i> 41 (12): 1555–1581.</li> <li>• Schmidt, Gregory D. 2008. “The Election of Women in List PR systems: Testing the Conventional wisdom.” <i>Electoral Studies</i> 28:190-203.</li> <li>• John, S., Smith, H. and Zack, E., 2018. “The alternative vote: Do changes in single-member voting systems affect descriptive representation of women and minorities?” <i>Electoral Studies</i> 54, pp.90-102.</li> <li>• Guajardo, G., &amp; Schwindt-Bayer, L. 2023. “Women’s Representation and Corruption: Evidence From Local Audits in Mexico.” <i>Comparative Political Studies</i>, online first. <a href="https://doi.org/10.1177/00104140231194063">https://doi.org/10.1177/00104140231194063</a></li> </ul> <p><i>Note: First critical review due no later than October 17</i></p>

<p><b>Oct 24</b> *Online session via Discussion Board</p>	<p><b>Research Paper Proposal</b> Reading:</p> <ul style="list-style-type: none"> <li>• Student research paper proposals (on Blackboard)</li> </ul> <p>Submit a research paper proposal (5-6 pages, <i>Times New Roman</i>, 12 pt. font size, double-spaced, one-inch margins, consecutively numbered). Post an electronic copy in the designated space on Blackboard's discussion board and submit a copy to me via the submission window on Bb (due Tuesday, October 24 at 6 pm). You need to read all other students' proposals and give them substantive feedback on the discussion board (due Friday, October 27 at 6 pm). See the "Research Paper" section of the syllabus for more instruction.</p> <ul style="list-style-type: none"> <li>✓ Research paper proposals due on October 24 at 6 pm on Bb</li> <li>✓ Feedback due on October 27 at 6 pm on Bb</li> </ul>
<p><b>Oct 31</b></p>	<p><b>Voter Turnout</b></p> <ul style="list-style-type: none"> <li>• Geys, Benny. 2006. "Explaining Voter Turnout: A Review of Aggregate-level Research." <i>Electoral Studies</i> 25 (4): 637-63.</li> <li>• Gerber, A. and Green, D. (2000). "The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment." <i>American Political Science Review</i> 94 (3): 653-663.</li> <li>• Moral, Mert. 2016. "The Passive-Aggressive Voter: The Calculus of Casting an Invalid Vote." <i>Political Research Quarterly</i> 69(4): 732-45.</li> <li>• Kostelka, F., &amp; Blais, A. 2021. "The Generational and Institutional Sources of the Global Decline in Voter Turnout." <i>World Politics</i>, 73(4), 629-667. doi:10.1017/S0043887121000149</li> </ul>
<p><b>Nov 7</b></p>	<p><b>Electoral Integrity &amp; Misconduct: Fraud, Malapportionment &amp; Redistricting</b> Reading:</p> <ul style="list-style-type: none"> <li>• Pippa Norris. 2013. "The new research agenda studying electoral integrity." <i>Electoral Studies</i> 32 (4): 563-575.</li> <li>• Cantú, Francisco. 2019. "Groceries for Votes: The Electoral Returns of Vote Buying." <i>The Journal of Politics</i> 81 (3): 790-804.</li> <li>• Samuels, David, and Richard Snyder. 2001. "The Value of a Vote: Malapportionment in Comparative Perspective." <i>British Journal of Political Science</i> 31 (4): 651-71.</li> <li>• Gelman, Andrew, and Gary King. 1994. "Enhancing Democracy Through Legislative Redistricting." <i>American Political Science Review</i> 88 (3): 541-59.</li> </ul>



<p><b>Nov 14</b></p>	<p><b>Electoral Systems and Economic Policy</b>  Reading:</p> <ul style="list-style-type: none"> <li>• Cusack, Thomas R., Torben Iversen, and David Soskice. 2007. "Economic Interests and the Origins of Electoral Systems." <i>American Political Science Review</i> 101 (3): 373-91.</li> <li>• Ardanaz, Martin, and Carlos Scartascini. 2013. "Inequality and Personal Income Taxation: The Origins and Effects of Legislative Malapportionment." <i>Comparative Political Studies</i> 46 (12): 1636–63.</li> <li>• Hallerberg, Mark, and Patrik Marier. 2004. "Executive Authority, the Personal Vote, and Budget Discipline in Latin American and Caribbean Countries." <i>American Journal of Political Science</i> 48 (3): 571-87.</li> <li>• Rennó, L. 2020. "The Bolsonaro Voter: Issue Positions and Vote Choice in the 2018 Brazilian Presidential Elections." <i>Latin American Politics and Society</i>, 62(4), 1-23. doi:10.1017/lap.2020.13</li> </ul>
<p><b>Nov 21</b></p>	<p><b>Research Paper Work Day</b></p> <p>Use this week to get the first draft of your research paper done. Make an appointment if you need help or have questions.</p>
<p><b>Nov 28</b></p>	<p><b>Electoral Reform</b>  Reading:</p> <ul style="list-style-type: none"> <li>• IDEA, Ch. 5 &amp; 6.</li> <li>• Reilly, Benjamin. 2002. "Electoral Systems for Divided Societies." <i>Journal of Democracy</i> 13(2): 156-170.</li> <li>• Scheiner, Ethan. 2008. "Does Electoral System Reform Work? Electoral System Lessons from Reforms of the 1990s." <i>Annual Review of Political Science</i> 11: 161-181.</li> <li>• Pachón, Mónica, and Matthew S. Shugart. 2010. "Electoral reform and the mirror image of inter-party and intra-party competition: The adoption of party lists in Colombia." <i>Electoral Studies</i> 29 (4): 648-660.</li> </ul>
<p><b>Dec 5</b></p>	<p><b>Research Paper Presentations</b></p> <p>Submit your research paper (15-25 pages, Times New Roman, 12 pt. font size, double-spaced, one-inch margins, consecutively numbered) via the submission window on Bb (due Tuesday, December 5 at 6 pm). See the "Research Paper" section of the syllabus for more instruction.</p> <p>Present your research paper using PowerPoint. Each presentation should be approximately for <b>12 minutes</b> (and no longer than 15 minutes).</p> <ul style="list-style-type: none"> <li>✓ Research paper due on December 5 at 6 pm on Bb</li> <li>✓ Presentation on December 5</li> </ul>