

INTL 4300 - Comparative Political Institutions
Tuesday/Thursday 9:35-10:50am
MLC 147, Fall 2022
University of Georgia

Instructor: Meridith LaVelle

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Office Hours: Wednesdays 1:00pm - 2:30 or by appointment.

To schedule, please follow this link: <https://calendly.com/malavell>

Office Location: GLOBIS at the Franklin House (480 E. Broad St) - Office 113A

Course Description:

Why do governments across the world differ in terms of how they rule? How do governments, their features, and their designs vary from country to country? How do the designs of governments function and interact to set the stage for citizens to challenge and change the status quo? And why, despite seemingly widespread opposition in many cases, might some leaders remain in power? These questions may seem disconnected, but the needle that threads these questions together is political institutions. In this class we will discuss institutions, domestic economic features, regime types (and their subcategories), electoral systems, and other domestic political institutions in a comparative context. As we discuss these topics, we will also address how the political institutional designs impede or fosters the abilities of citizens of a state to challenge governments to implement change.

Pre-requisite of INTL 3300

Course Objectives:

- Understand what institutions are, be able to differentiate between formal and informal institutions, and be able to communicate how institutional design/outcomes can influence societies.
 - Be able to discuss why economic institutions differ and why these can lead to uneven levels of development.
 - Critically analyze the various types of political institutions both across and within regime types.
 - Discern the differences between the different types of democracies, autocracies, and hybrid/illiberal regimes.
 - Evaluate and assess differences across the various electoral systems.
 - Understand how each of the political (and economic) institutions discussed in the course interact with one another.
 - Understand why some governments/regime types can (and do) use repression more often than others to counter dissent movements. Further, by the end of the course you should be able to use the above points to understand how governments and citizens use institutions to achieve their goals.
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Course Expectations and Policies:

Attendance and Participation:

- For our course, I ask that if you need to miss class to email me in advanced when possible and provide a reason for your absence. Obviously certain circumstances mean that this might not be possible. If you're dealing with an emergency and cannot contact me beforehand, that's okay. Please let me know within a week following the missed class(es), and we can figure out a plan to help get you back on track. Also, I'd encourage you to make friends with your peers - this can help with getting notes from missed classes. I will post slides on ELC.
- This class will involve a decent amount of in-class discussion, which will constitute a significant portion of your participation grade. You will be expected to do the readings before class and contribute to the conversation in some way. There will be plenty of chances for you to participate and in different ways. Not everybody likes talking in front of the class or a particular topic may not resonate with you, and that's completely okay. You'll often be split into groups to talk to others. The main point here is that I expect you to be conscientious in your participation regardless class discussion, group discussion and in your other assignments.
- Late assignments: Each assignment will have a hard deadline. If you miss a deadline, I will deduct 5 points from your assignment for each day that it is late. However, if there are some extenuating circumstances, I'm happy and willing to work with you. I understand struggling with mental health, being sick, losing friends and family while in school, etc. You do not have to give me specifics - you can tell me what is going on to the degree you are comfortable. However, I please ask that you do not lie. If you need an extension, please contact me over email or come to office hours to talk with me.

Academic Honesty:

- By being a UGA student, you have inherently agreed to the terms of the UGA Student Honor Code. This means that you agree to be “academically honest in all of [your] work and will not tolerate the academic dishonesty of others.” <https://honesty.uga.edu/Academic-Honesty-Policy/Student-Honor-Code/>.

Classroom Environment:

- The very nature of our class is inherently political, which means that discussions or debates can get heated. If/when we get to these points in our course, we need to keep it respectful. I will not tolerate discriminatory and harmful attacks towards individuals or social/cultural groups. Here are some general guidelines for how we can respectfully conduct debates and discussions in our class per SPIA’s Dr. Chad Clay:
 - “Listen respectfully, without interrupting.”
 - “Listen actively, with an ear to understanding others’ views, rather than simply thinking about what you going to say while someone else is talking.”
 - “Criticize ideas, not individuals.”
 - “Allow everyone a chance to speak.”
 - “Do not make assumptions about any member of the class or generalizations about social groups.”
 - “Do not ask individuals to speak for their (perceived) social group.”
 - “Never use discriminatory language or engage in personal attacks.”
- With this in mind, I also want to do my best to create an inclusive classroom environment where each students can succeed. I may fall short at times and want to learn and do better. This is not said to excuse any potential shortcomings, but rather to open the door to any of you who want to let me know how I can improve as an instructor, how I can help promote inclusivity in our classrooms, and to address any related potential issues that any one may be dealing with pertaining to our class.

Staying Informed:

- The topics that we will talk about this class are not just abstract, theoretical concepts that academics debate and discuss. These are processes, ideas, rules, and outcomes that are happening all across time and space - and they are changing (slowly) every day. Therefore, it is your responsibility as a student in this course to stay up to date on current events. Staying informed on what’s happening in the world will help give you more context to what we’re learning in the classroom.
- Mental health disclaimer: While it is your responsibility to stay in formed, please be cognizant of doom-scrolling and/or consuming too much news/media. It’s way too easy to over-do it with media consumption. Staying informed is important, but not at the risk of your mental well-being.
- A note on news sources: We all know there is a serious problem of misinformation, and it’s not going away any time soon. When you’re reading the news and keeping informed with what’s going on in the world, it can be easier than you think to accidentally consume misinformation and continue its spread. Here’s a link of a few useful tips when engaging with information: <https://research.asu.edu/seven-ways-to-protect-yourself-against-misinformation>.
- I’ve also included a list of good resources below in case you’re looking for some suggestions of what news sources to check out. Keep in mind that our national news outlets may be limited in coverage of countries that may not be deemed “geo-politically relevant” to the West. For this reason, I strongly encourage you to also check out some regional news sources from around the world to know what is going on beyond what the powers that be deem important. I’ve included a list of reputable and reliable sources below:
 - Reuters <https://www.reuters.com/>
 - AP <https://apnews.com/>
 - The Hill <https://thehill.com/>
 - The Washington Post <https://www.washingtonpost.com/>
 - allAfrica <https://allafrica.com/>
 - El País (English) <https://english.elpais.com/>
 - Al-Jazeera <https://www.aljazeera.com/>
 - Deutsche-Welle (English) <https://www.dw.com/en/top-stories/s-9097>
 - Bangkok Post (English) <https://www.bangkokpost.com/>
 - New Zealand Herald <https://www.nzherald.co.nz/nz/>
 - BBC <https://www.bbc.com>
- There are also some useful academic/expert blogs that focus more on discussing/analysing political events:
 - Monkey Cage <https://www.washingtonpost.com/monkey-cage/>
 - Political Violence at a Glance <https://politicalviolenceataglance.org/>
 - The Conversation <https://theconversation.com/us>
 - Open Global Rights <https://www.openglobalrights.org>

Updates/Changes to Syllabus:

- The syllabus is a general plan for how this course will be taught this semester. However, if something comes up and I need to make some changes, I will let you know in advanced what these changes will be.

Course materials and submitting assignments:

- All course materials will be provided to you on ELC. This includes the syllabus, any slides I may use, videos, other resources, etc.
 - You will submit all materials on ELC. This should be easier for both of us to work from one place. Please do not email me assignments.
 - The one exception here is that if you do need to contact me, please email me directly and not through ELC.
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Grades and Assignments:

Your grade will rely heavily on your contributions to class discussions. As an instructor, my philosophy is that actively reading and conscientiously discussing material with each other provides better engagement with the content compared to memorization and regurgitation of facts for an exam. Also, there's more to life than being anxious about exams. As such, there will be no tests in this class. Here's the breakdown of how I will grade you in the class:

Participation: (15% of final grade)

This means showing up to class, reading the required readings before coming to class, completing assignments, and contributing thoughtfully to the discussion. Even if you have read and don't understand the material, this can even come in the form of simply showing up to class and asking relevant questions. This does not mean that you can come to class without reading and asking what the articles/chapters were about. Attendance will of course help with your ability to participate.

General assignments: (45% of final grade)

These are the assignments due throughout the semester.

- Key concept assignment (5%) – Due by 5pm on September 1 on ELC – For this assignment, I want you to submit a list of the concepts from the Module A with their definitions.
- Media review (10% each)- For these assignments, you simply need to write a review of the movie/episode that includes summarizing key points while also focusing on how the movie/episode relates to key themes from the course. You will need to complete 3 of these. You can complete any three that you like. Media summaries will be due at the end of the week (Friday by 5 pm) that we complete a Module. For example, if you want to do the media assignment for Module B, you will need to submit this on ELC by 5 pm on September 16. These do not need to be longer than 2 pages, double spaced.

Country Project: (40% of final grade)

Your final assignment for the course will include two final products: a partner poster presentation and submission of your notes used for the presentation/poster. For the poster presentation, each partner will present on a different country in a way that compares the political institutions and outcomes across the two countries. Additionally, the poster needs to have a component analyzing how the institutions in the country your select factor into dissent/repression outcomes. For example, does the country you select have autocratic features that make it easier for governments to use violence against those who criticise it and if it does, how does this play out? Are there free and fair elections or legal channels to express grievances? No two students will present on the same country. Also, no one will present on the United States. We will talk more about expectations for the poster in class, and I will provide a rubric by the midpoint of the semester at the very latest. You do NOT have to spend a lot of money on this. If you are facing financial challenges with making the poster, please let me know. I'm happy to come up with an alternative mode for you and your partner to present. In addition to the two final products, you will have a few smaller assignments to submit that are related to the final project. Below are deadlines for components of the project and breakdown of how grades will be determined:

- Country, Partner, and Presentation Day selections - Due September 6 - I will post a link to a google sheet on ELC. This is where will need to sign up for a country and select your partner. Be sure to look at countries that your peers have already signed up for – everybody should present on a different country. No one is allowed to present on the United States. Also, this is where you and your partner will sign up for one of the two final presentation dates.
- Data write-up (5%) - September 22 (before class starts) - At some point during the semester, we will talk about issues with conceptualizing and measuring democracy and autocracy as well as broader debates between regimes that possess features of both democracies and autocracies. Instead of reading for that day, I will assign you a couple of data sets to explore as well as an annual report about trends in democratization/autocratization published by V-dem in 2022. For this assignment, I want you to explore

the data sets that we discussed in class (V-dem 2022 Report, Freedom House, and Polity IV. Provide the key information that you find from these datasets that related to the country that you selected for your final project, including the following: How do the sources classify your country in terms of regime type (i.e., is your country considered a democracy, autocracy, or anocracy? Or is your country considered a hybrid regime, illiberal democracy, or some other term?) How do the different sources measure and score your country in terms of regime? Do the sources discuss changes in how your country's government has either become more democratic or autocratic in recent years? If yes, explain how. Finally, what kind of limits do these sources have? For example: Do some sources only have data until a certain point of time? Do they fully capture some concept of regime typologies? If you don't think there's a limitation, please explain why.

- Partner Poster Presentation (20%) – November 29 and December 1 – Rather than getting in front of the class and having a shorter period of time to present, we're going to use the format of poster presentations. On presentation days, those who are presenting will have their posters displayed and will present their projects simultaneously. **Attendance will be required on these days.** If you are not presenting, I still expect you to show up and listen to the presentations, asks questions, etc. I will be going around during the presentations and listening to you and your partner discuss the institutions within your countries, evaluating your research, and asking you questions, etc.
- Notes (15%) - Due by 5pm on Thursday December 8 - You will need to submit the notes that you used to inform your poster presentation. Each partner should have a minimum of 10 academic/reputable sources contained within your notes. You're welcome to use any of the articles, resources, data sets, etc. that we covered in the course. While not required, you're welcome to submit these in the form of an annotated bibliography to keep things more organized.

Grading Scale:

Your final grade will be determined based on the scale below. If you are on the cusp of one of these grades, I will look at your semester holistically and if you have demonstrated that you're work is more in line with an A rather than A-, then I will use my discretion to make that adjustment. This policy will NEVER be used against you. In other words, I will never round down grades.

- 94 to 100: A
- 90 to 93.9: A-
- 87 to 89.9: B+
- 84 to 86.9: B
- 80 to 83.9: B-
- 77 to 79.9: C+
- 74 to 76.9: C
- 70 to 73.9: C-
- 60 to 69.9: D
- 59 and below: F

Required Readings:

You will be assigned readings throughout this course, but **you do not need to buy any books for the class.** Any assigned readings (either required or recommended) will be provided for you on ELC or they will be available to read for free online through the UGA library (indicated below). I've provided a list below of the books that I will pull from in case you are interested in buying the books. Please do not share these readings with people outside of the course.

- Acemoglu, Daron, and James A. Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty.* Crown Publishing Group. (Available online through the UGA library)
- Clark, William Roberts, Matt Golder, and Sona N. Golder. *Principals of Comparative Politics.* Third Edition. Thousand Oaks: Sage. (Listed as CGG when assigned)
- Gandhi, Jennifer. 2008. *Political Institutions Under Dictatorship.* Cambridge University Press. (Available online through the UGA library)
- Tilly, Charles and Sidney Tarrow. 2015. *Contentious Politics.* New York: Oxford University Press. (Available online through the UGA library)

Additional Information:

Covid Information and Masks

- Our course will be taught-in person this semester. I plan to wear a mask and encourage you to wear one also.
- If you test positive for Covid or are sick, I encourage you to please not come to class. Again, I will be happy to work with you to make up any assignments due to prolonged illness.

Financial or Economic Hardships:

- UGA has several resources to help students who are facing economic/financial hardships. Some of these resources include UGA's Emergency fund, food pantry, assisting students with getting access to professional clothing, on campus employment, and food scholarships. If you are experiencing financial hardships and need help, go to <https://financialhardship.uga.edu/> to find out more.

Mental Health and Wellness:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- The University Health Center has additional resources for students who are seeking mental health services <https://www.uhs.uga.edu/bewelluga/bewelluga> as well as resources specifically for students who are enduring some form of crisis <https://www.uhs.uga.edu/info/emergencies>
- BeWellUGA also has additional offerings for ways to help with managing stress and anxiety. These include free workshops, classes, mentorship, and health coaching by licensed clinicians and health educators at UHC.
- UGA Counseling and Psychiatric Services (CAPS) - CAPS is located on the second floor of the UGA Health Center and provides affordable and confidential services for UGA students as well as eligible partners. To reach by phone, call 706-542-2273 between 9-5pm. If you need help after business hours, you can call CAPS's after hour line at 706-542-2200.
- UGA Christie Campus Health - Services are free to students - no cost telehealth and in-person options are available.
- Relationship and Sexual Violence Prevention (RSVP) - You can reach their 24-hour sexual assault hot line at 706-542-7233. This is a free and confidential service. You can also visit them on the first floor of the UHC.
- Georgia Crisis and Access Line: This service is available 24/7/365 to anyone enduring a crisis. Their phone number is 1-800-715-4225.
- National Suicide Prevention Lifeline: This is free, 24/7 service that provides confidential support for people who are experiencing distress and/or crisis. You can contact them by phone at 1-800-273-8255

Course Schedule:

Module A: Introduction

Thursday August 18: Course overview, introductions

- Go over syllabus, introductions

Tuesday August 23: What are institutions?

Required Readings:

- North, Douglass. 1990. *Institutions, Institutional Change, and Economic Performance*. Cambridge: Cambridge University Press. Chapter 1.

Thursday August 25: Formal vs Information Institutions

Required Readings:

- Helmke, Gretchen and Steven Levitsky. 1998. "Information Institutions and Comparative Politics: A Research Agenda" *Perspectives on Politics* 2(4): 725-40

Recommended Readings

- Milgrom, Paul R., Douglass C. North, and Barry Weingast. 1990. "The Role of Institutions in the Revival of Trade: The Law Merchant, Private Judges, and the Champagne Fairs. *Economics and Politics* 2(2): 1-23

****Office hours change for Week of Aug 29-Sept 2: Office hours will change for this week and will be on zoom**

Tuesday August 30: Oppression and Repression

Required Readings:

- Hill Jr., Daniel W. and Zachary M. Jones. 2014. "An Empirical Evaluation of Explanations for State Repression." *American Political Science Review* 108 (3): 661-687.
- Begar, Andreas and Daniel Hill, Jr. 2019. "Examining repressive and oppressive state violence using the Ill-Treatment and Torture data" *Conflict Management and Peace Science* 36(6).

Thursday September 1: Dissent and Contentious Politics

Required Readings:

- **Class is cancelled.** I am still assigning reading that is required and will come up on your assignment that is due on September 1.
- Tilly and Tarrow Ch 1

Assignment due: Key concepts assignment due by 5pm on Sept 1. Provide definitions (with citations) for the following concepts/terms: institutions, organizations, formal institutions, informal institutions, repression, oppression, dissent, contention, contentious politics, collective action. These must be in your own words - this means that I don't want a direct citation of the term from the original reading.

Repression, Oppression, and Dissent Data sets:

- Human Rights Measurement Initiative (Physical Integrity Rights Data): <https://rightstracker.org/en/metric/physint>
- Ill-Treatment and Torture (ITT) Data: https://faculty.ucmerced.edu/cconrad2/Academic/ITT_Data_Collection.html
- Political Terror Scale (PTS): <https://www.politicalterroryscale.org/>
- Armed Conflict Location and Events Data (ACLED): includes data on protests and other dissent events <https://acleddata.com/about-acled/>
- Integrated Crisis Early Warning System (ICEWS) data: events data that covers various types of dissent activities <https://dataverse.harvard.edu/>

Module B: Economic Institutions and Development

Tuesday September 6

- **Class is cancelled.** Work on readings for Thursday's class.

Thursday September 8: Political Economy and Development I

Required Readings:

- Acemoglu and Robinson Ch 1 - 2

Tuesday September 13: Political Economy and Development II

Required Readings:

- Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91 (5):1369-1396.
- Acemoglu and Robinson Chapter 3
- Watch on ELC - Interview with Dr. Stephen Bagwell discussing assigned article + learning how to reading academic articles efficiently

Thursday September 15: Economic Institutions and Repression

Required Readings:

- Englehart, Neil A. 2009. "State Capacity, State Failure, and Human Rights" *Journal of Peace Research* 46(2): 163-180.

Assignment due: Media summary 1 – Watch **one** of the following and answer write a review of the movie and how it is relevant to themes that we've been discussing in class

- "The Big Short" (2015)
- "Parasite" (2019)
- Black Panther (2018)
- District 9 (2009)
- Gandhi (1982)

Development and Economic Indicators Data

- World Bank Data: <https://data.worldbank.org/indicator>
- International Monetary Fund Data: <https://data.imf.org/?sk=388dfa60-1d26-4ade-b505-a05a558d9a42>
- Human Rights Measurement Initiative (Economic Rights Indicators): <https://rightstracker.org/en/metric/esr>

Module C: Democracies

Tuesday September 20: What are democracies...

Required Readings:

- Dahl, Robert A. (1998) *On Democracy*. New Haven, CT: Yale University Press, Chapters 4-5.
- Diamond, Larry (2003) "Defining and Developing Democracy", in Robert A. Dahl, Ian Shapiro and José Antonio Cheibub (eds.), *The Democracy Sourcebook*. Cambridge, MA: MIT Press, 29-39.

Thursday September 22: ...and how do we measure them?

Required Readings:

- Varieties of Democracy (V-Dem): 2022 Democracy Report https://v-dem.net/media/publications/dr_2022.pdf - Skim pg. 6-37; main focus will be on pgs 50-55

- Polity IV Project: <https://www.systemicpeace.org/polity/polity4x.htm>
- Freedom House: <https://freedomhouse.org/explore-the-map?type=fiw&year=2022>

Tuesday September 27: Hybrid and Illiberal Regimes

Required Readings:

- Diamond, Larry (2002). "Thinking About Hybrid Regimes," *Journal of Democracy* 13(2): 21-35.
- Berman, Sheri (2017). "The Pipe Dream of Illiberal Democracy," *Journal of Democracy* 28(3): 29-38.

Thursday September 29: Parliamentary Systems

Required Readings:

- CGG pgs. 458 – 487

Recommended Readings

- Linz. 1990. "The Virtues of Parliamentarism." *Journal of Democracy*. 1:4, p. 84-91.
- Stepan, Alfred, and Cindy Skach. 1993. "Constitutional Frameworks and Democratic Consolidation: Parliamentarism versus Presidentialism." *World Politics*. 46:1, p. 1-22.
- Gerring, Thacker, Moreno. 2009. "Are Parliamentary Systems Better?" *Comparative Political Studies*. 42:3, p.327-359.
- Strøm, Kaare , Wolfgang C. Mü, and Torbjö Bergman. 2003. *Delegation and Accountability in Parliamentary Democracies*. Oxford: Oxford University Press. Ch. 1, p. 2-32

Tuesday October 4: Presidential democracies

Required Readings:

- CGG pgs. 487-492
- Linz, Juan. 1990. "The Perils of Presidentialism." *Journal of Democracy* 1(1): 51-69.
- Mainwaring. 1993. "Presidentialism, Multipartism, and Democracy: The Difficult Combination." *Comparative Political Studies*. 26:2, p. 198-228.

Recommended Readings:

- Martinez. 2017. "Presidential survival in South America: Rethinking the role of democracy." *International Political Science Review*. 38:1, p. 40-55.
- Chaisty, Cheeseman, Power. 2012. "Rethinking the 'presidentialism debate': conceptualizing coalitional politics in regional perspective." *Democratization*, p. 1-23.
- van de Walle. 2003. "Presidentialism and Clientelism in Africa's Emerging Party Systems." *Journal of Modern African Studies*.

Thursday October 6: Semi-Presidential democracies

Required Readings:

- CGG pgs. 493-499
- Duverger. 1980. "A New Political System Model: Semi-presidential Government." *European Journal of Political Research*. 8, p. 165-187

Recommended Readings:

- Elgie. 2008. "The Perils of Semi-presidentialism. Are They Exaggerated?" *Democratisation*. 15:1, p. 49-66.
- Schleiter and Morgan-Jones. 2010. "Who's in Charge? Presidents, Assemblies, and the Political Control of Semipresidential Cabinets." *Comparative Political Studies*. 43:11, p. 1415-1441.
- Cheibub and Chernykh. 2009. "Are semi-presidential constitutions bad for democratic performance?" *Constitutional Political Economy*. 20:3, p. 202-229.

Assignment due: Media summary 2 – Watch **one** of the following and answer write a review of the movie and how it is relevant to themes that we've been discussing in class

- "The Edge of Democracy" (Available on Netflix)
- "No" (2012)

Democracy Data sets

- Varieties of Democracy (V-Dem): 2022 Democracy Report https://v-dem.net/media/publications/dr_2022.pdf
- Polity IV Project: <https://www.systemicpeace.org/polity/polity4x.htm>
- Freedom House: <https://freedomhouse.org/explore-the-map?type=fiw&year=2022>

Module D: Autocracies

Tuesday October 11: What are autocracies and who are the autocrats?

Required Readings:

- Gandhi, chapter 1
- Møller, Jorgen and Svend-Erik Skanning. 2009. "Mapping Contemporary forms of Autocracy" *Totalitarismus und Demokratie*, 253 - 269

Thursday October 13: Autocratic Institutions

Required Readings:

- Gandhi Chapter 2
- Schleppe, Kim Lane. 2013. "The Rule of Law and the Frankenstate: Why Governance Checklists Do Not Work." *Governance: An International Journal of Policy, Administration, and Institutions* 26(4): 559 – 562

Recommended Readings:

- Boix, Charles and Milan Svolik. 2013. "The Foundations of Limited Authoritarian Government: Institutions and Power-sharing in Dictatorships." *Journal of Politics* 75:300-316.

Tuesday October 18: Repression and Regime Survival

- Kendall-Taylor, Andrea, and Erica Frantz. 2014. "Mimicking Democracy to Prolong Autocracies." *The Washington Quarterly*. 37:4, p. 71-84.
- Poe, Steven C. 2004: The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression." In Sabine C. Carey and Steven C. Poe ed., *Understanding Human Rights Violations*. Ashgate, pp. 16-42.

Assignment due: Media summary 3 – Watch **one** of the following and answer write a review of the movie and how it is relevant to themes that we've been discussing in class

- "Myanmar: State of Fear" <https://www.aljazeera.com/program/101-east/2021/6/16/myanmar-state-of-fear>
- The Last King of Scotland (1998)
- Pussy Riot – A Punk Prayer (2013) (Available on Amazon Prime)
- First They Killed My Father (2017) (Available on Netflix)

Autocracy Data sets

- Autocratic Regime Data: <https://sites.psu.edu/dictators/>

Module E: Elections and Electoral Systems

Thursday October 20: Elections and Electoral Integrity/Quality

Required Readings:

- CGG (pgs. 521-530)
- Norris, Pippa, Richard W. Frank, and Ferran Martinez i Coma. 2013. "Assessing the Quality of Elections." *Journal of Democracy*. 24:4, p. 124-135.
- Brigety, Reuben E. 2020. "If America Were in Africa." *Foreign Affairs*. 19 October 2020.

Tuesday October 25: Majoritarian, Proportional, and Mixed Representation Electoral Systems

Required Readings:

- CGG (pgs. 534-569)

Thursday October 27: Electoral Violence

Required Reading:

- Doctor, Austin, and Stephen Bagwell. 2020. "Assessing the Risk of Electoral Violence in the United States." *Political Violence at a Glance*: <https://politicalviolenceataglance.org/2020/10/13/assessing-the-risk-of-electoral-violence-in-the-us/>
- Bhasin, Tavishi and Jennifer Gandhi. 2013. "Timing and targeting of state repression in authoritarian elections." *Electoral Studies* 32(4): 620-631

Recommended Readings:

- Doctor, Austin, and Stephen Bagwell. 2020. "Electoral Violence in Sub-Saharan Africa and its Economic Consequences. *Political Violence at a Glance*: <https://politicalviolenceataglance.org/2020/04/22/electoral-violence-in-sub-saharan-africa/>

****Office hours change for Week of Oct 31 - Nov 4: Office hours will change for this week and will be on zoom**

Tuesday November 1: Electoral Systems and Their Consequences

Required Readings:

- Gandhi, Jennifer, and Abigail L. Heller. 2018. "Electoral systems in authoritarian states" *The Oxford Handbook of Electoral Systems* (pgs. 387- 399). Available for free as a google books preview: <https://books.google.com/books?hl=en&lr=&id=YhBQDwAAQBAJ&oi=fnd&pg=PA387&dq=jennifer+gandhi&ots=d3BbDpbeSS&sig=WlmwRXFolDfYY0WMfk6Uv=onepage&q=jennifer%20gandhi&f=false>

- Cingranelli, David and Mikhail Filippov. 2010. “Electoral Rules and Incentives to Protect Human Rights” *The Journal of Politics* 72(1): 243-257.

Recommended Readings:

- Singh, Shane. 2011. “Contradictory Calculi: Differences in Individuals’ Turnout Decisions across Electoral Systems.” *Political Research Quarterly* 64(3): 646-655.
- Mares, Isabela and Lauren Young. 2019. “Varieties of Clientelism in Hungarian Elections” *Comparative Politics* 51(3): 449-471.
- Donno, Daniela. 2013. “Elections and Democratization in Authoritarian Regimes.” *American Journal of Political Science*. 57:3, p. 703-716.

Thursday November 3

Required Readings:

- **Class is cancelled**

Assignment due: Media summary 4 – Watch **one** of the following and answer write a review of the movie and how it is relevant to themes that we’ve been discussing in class

- “We’re Doing Elections Wrong” episode of *The Patriot Act* with Hasan Minhaj (Available on Netflix)
- *The Great Hack* (available on Netflix)

Election Data sets

- National Elections Across Democracy and Autocracy (NELDA): <https://nelda.co/>
- Social Conflict Analysis Database (SCAD): <https://www.strausscenter.org/ccaps-research-areas/social-conflict-database/> (Africa and Latin America focus)
- Varieties of Democracy: <https://www.v-dem.net/>

Module F: The roles of (social) media and tech in politics

Tuesday November 8: Freedom of Expression, the Media, and Politics

Required Readings:

- Plattner, Marc F. 2012. “Media and Democracy: The Long View” *The Journal of Democracy* 23(4): 62-73.
- Freedom House’s 2019 Freedom and the Media Report: <https://freedomhouse.org/report/freedom-and-media/2019/media-freedom-downward-spiral>

Don’t forget to vote!

Thursday November 10: Digital Media and Politics I

Required Readings:

- Michael L. Miller and Cristian Vaccari, “Digital Threats to Democracy: Comparative Lessons and Possible Remedies,” *International Journal of Press/Politics* 25: 3 (2020), 333–56.
- Milner, Helen V. 2006. “The Digital Divide: The Role of Political Institutions in Technology Diffusion.” *Comparative Political Studies* 39(2): 176-199.

Tuesday November 15: Digital Media and Politics II

Required Readings:

- Rød, Espen Geelmuyden, and Nils B. Weidmann. 2015. “Empowering activists or autocrats? The Internet in authoritarian regimes” *Journal of Peace Research* 52(3): 338-351.
- Albrecht, Bahia and Gaura Naithani. 2022. “Digital authoritarianism: a global phenomenon.” *Deutsche Welle*. <https://www.dw.com/en/digital-authoritarianism-a-global-phenomenon/a-61136660>

Recommended Readings:

- Dragu, Tiberiu, and Yonatan Lupu. 2021. “Digital Authoritarianism and the Future of Human Rights” *International Organizations* 75: 991-1017.
- Gohdes, Anita. 2020. “Repression Technology: Internet Accessibility and State Violence” *American Journal of Political Science* 64(3): 488-503.
- Han, Rongbin. 2015. “Manufacturing Consent in Cyberspace: China’s “Fifty-Cent Army” *Journal of Current Chinese Affairs* 44(2): 105-134.

Thursday November 17: Big tech, the internet, and politics

- Kugelman, Michael. 2022. “Why Twitter is Taking India to Court” *Foreign Policy*. <https://foreignpolicy.com/2022/07/07/twitter-india-big-tech-government/>
- Freedom House’s Freedom on the Net 2021 Report: <https://freedomhouse.org/report/freedom-net/2021/global-drive-control-big-tech#Key>

Assignment due: Media summary 5 – Watch **one** of the following and answer write a review of the movie and how it is relevant to themes that we've been discussing in class

- “Nosedive” Black Mirror (Netflix)
- “The Social Dilemma” (Netflix)

Tech, (Social) Media, and other related datasets

- Human Rights Measurement Initiative (Empowerment Rights Data): <https://rightstracker.org/en/metric/empowerment>
- Netblocks - <https://netblocks.org/>
- AccessNow - <https://www.accessnow.org/keepiton/>
- Freedom on the Net (from Freedom House): **Main** - <https://freedomhouse.org/report/freedom-net>; **map of country scores** - <https://freedomhouse.org/explore-the-map?type=fotn&year=2021>; **downloadable data** also available on main site
- Varieties of Democracy: <https://www.v-dem.net/>
- Reporters Without Borders (RSF) World Press Freedom Index: <https://rsf.org/en/world-press-freedom-index>

Tuesday November 22

- **Class is cancelled.** If you would like to meet with me with to talk about any questions about the class, questions about your presentation, or chat about career goals, I'll be available on zoom during our class period.

Thursday November 24

- **No class - Thanksgiving break**

Tuesday November 29

- Poster Presentations Day 1

Thursday December 1 (Last day of class)

- Poster Presentations Day 2

Notes for Poster Presentation due by 5pm on Thursday December 8 - Submit on ELC