

Comparative Elections (CPO 4072) -- Spring 2016

Professor Moraski
(Last updated January 5, 2016)

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Contact Information

Comparative Elections – CPO 4072
Mondays, Wednesdays & Fridays; Period 4 (10:40-11:30 am)
034 Anderson Hall

Professor Moraski
332 Anderson Hall
352-273-2361
Email: bmoraski@ufl.edu
Website: <http://users.clas.ufl.edu/bmoraski/>

Office Hours
Mondays, Wednesdays, & Fridays
11:30-12:30 & by appointment

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Course Description & Objectives

Elections are critical junctures in political history. They are opportunities for voters to express their level of satisfaction with government, and even authoritarian regimes may use elections as safety valves to release pent-up social discontent. In all contexts, elections can function as a rallying point for the opposition and test the government's mettle. Ultimately, electoral outcomes determine which societal interests gain voice in the corridors of political power and whether the current direction of politics continues. Yet how elections operate differs significantly, even among democracies, and such differences grant those in power a variety of rules to manipulate. Thus, existing rules that govern elections may not only make the difference between winning and losing, but parties in power also may be tempted to alter the rules to solidify their electoral control.

This course introduces students to the different ways popular votes are converted into political representation and explores how political parties across the globe navigate their electoral waters. By the end of the course, students will better understand: 1) how electoral rules shape the behavior of voters, politicians, and parties; 2) scholarly recommendations about which electoral options may best advance the cause of democracy; 3) why and how elites manipulate electoral rules; and 4) how different contexts lead to different electoral outcomes.

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Student Responsibilities

Required Reading

Much of the reading for the course will come from electronic reading that I will make available on a course project site accessible via Canvas. To log in, go to <https://lss.at.ufl.edu/>. In addition, we will read most of the following book, which students should purchase as indicated on the textbook adoption site for this course:

- Schedler, Andreas, ed. 2006. *Electoral Authoritarianism: The Dynamics of Unfree Competition*. Boulder, CO: Lynne Rienner.

<u>GRADING SCALE</u>	<u>(GRADE POINT EQUIVALENT)</u>
A = 90 OR ABOVE	4.00
A- = 87-89	3.67
B+ = 84-86	3.33
B = 80-83	3.00
B- = 77-79	2.67
C+ = 74-76	2.33
C = 70-73	2.00
C- = 67-69	1.67
D+ = 64-66	1.33
D = 60-63	1.00
D- = 57-59	0.67
E = 56 OR BELOW	0.00

Grade Distribution

Final grades for the course will be based on the following:

1. Attendance and participation (10%)
2. Paper assignment #1 (20%)
3. Paper assignment #2 (22%)
4. The *six* highest grades on seven in-class quizzes. At 8% each, six quiz grades will count for 48% of the course total.
 - ***Please note that the dates for quizzes are not set in stone. I reserve the right to change the timing of the quizzes as I deem necessary.***

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Course Policies

Attendance & Participation

Students are encouraged to review the University's attendance policies at <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>.

Since class discussions and lectures often add new concepts, ideas, and interpretations to the material covered in the reading that students will be responsible for knowing, it is in your best interest to attend every class and to arrive on time.

Higher attendance rates and more frequent and higher quality participation will yield better attendance and participation grades:

- 10% reflects perfect attendance as well as frequent participation demonstrating knowledge of the assigned readings.
- 7-9% indicates that a student attends 70-90% of class sessions with occasional (rather than frequent) participation about the topic being discussed (not necessarily based on the

assigned readings, e.g., personal experience or reflection). *Perfect attendance cannot compensate for a lack of participation.*

- 1-6% means that a student attends 60% or less of class sessions. *Regular participation while in attendance cannot compensate for the lack of attendance.*
- 0% will be assigned in cases of habitual tardiness or disruptive behavior.

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Cell Phones and Laptops

Students must turn cell phones to silent before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% may be deducted from that student's participation grade (1% per instance following one warning). After the warning, I will not disrupt the class to correct student behavior. Instead, I will simply make a note of the infraction and penalize accordingly.

Computers also should be silenced before class begins. Their use should be for class purposes only (e.g., taking notes, reviewing the reading, etc.). Violations of these policies may constitute disruptive behavior and may result in a reduced attendance and participation grade (see above).

Make-up Quizzes

Make-up quizzes will be arranged only for university-accepted excuses. In the event of an absence, students should provide proper documentation.

If a student misses a quiz and cannot contact me beforehand, the student should contact me within 48 hours of the absence to receive full consideration. In almost any situation, you should be able to pass along a message via email or voicemail even if it is from a roommate or family member.

Make-up quizzes will be given during finals week at the time designated by the Registrar's Office for the course's final exam. To preserve the integrity of the quizzes, the format of any make-up will differ from the original.

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Cheating & Plagiarism

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

In the event that a student is found cheating, s/he will automatically fail the course and will be reported to Student Judicial Affairs.

In the event that a student is found cheating or plagiarizing, s/he will automatically fail the course and will be reported to Student Judicial Affairs.

Acts of plagiarism include:

- Turning in a paper or assignment written by someone else (i.e., papers by another student, a research service, or downloaded off the Internet).
- Copying, *verbatim*, a paragraph or significant portion of text (approximately eight words or more) from the work of another author without using quotation marks and properly acknowledging the source through a commonly accepted citation style, which includes **providing a page number(s)**.
- Paraphrasing (i.e., restating in your own words) text written by another author without citing that author and **providing the page number(s)**.
- Using a unique idea or concept, which you discovered in a specific reading, without citing the author.

Persons with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Anyone with a disability should feel free to see me during office hours to make the necessary arrangements.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Additional Information: Counseling

Phone numbers and contact sites for university counseling services and mental health Services can be found at <http://www.counseling.ufl.edu/cwc/Default.aspx> or you may call 392-1575. To contact the University Police Department call 392-1111 or 9-1-1 for emergencies.

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Course Outline (Subject to Changes)

Week 1 (Jan 6-8) – Introduction: Democratic Elections

- Wayne, Stephen J. 2013. “Democratic Elections: What’s the Problem?” In *Is This Any Way to Run a Democratic Election?*, Thousand Oaks, CA: CQ Press, 1–24.

Week 2 (Jan 11-15) – Rules and Turnout

- Franklin. 2004. *Voter Turnout and the Dynamics of Electoral Competition in Established Democracies Since 1945*, Chapters 1 & 8

Friday, January 15: Quiz #1 and Debate

- Folkes, Alex. 2004. “The Case for Votes at 16.” *Representation* 41(1): 52–56.
- Cowley, Philip, and David Denver. 2004. “Votes at 16? The Case against.” *Representation* 41(1): 57–62.

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Week 3 (Jan 18-22) – Parties and Party Systems

Monday – No Class (MLK Jr. Day)

- Ware, *Political Parties and Party Systems*, pp. 17-56

Friday, January 22: Discussion of Paper Assignment #1

Week 4 (Jan 25-29) – Party Systems and Electoral Systems

- Ware, *Political Parties and Party Systems*, pp. 147-175 & 182-183
- Norris, *Electoral Engineering*, Chapter 2

Friday, January 29: Quiz #2

- Norris, *Electoral Engineering*, Chapter 3

Week 5 (Feb 1-5) – Electoral Systems in Context

- Mainwaring, S. 1993. “Presidentialism, Multipartyism, and Democracy: The Difficult Combination.” *Comparative Political Studies* 26(2): 198–228.
- Moser, *Unexpected Outcomes*, Chapter 3
- Barkan, Joel D. 1995. “Elections in Agrarian Societies.” *Journal of Democracy* 6(4): 106–16. Available at http://muse.jhu.edu/journals/journal_of_democracy/v006/6.4barkan.html?pagewanted=all
- Reynolds, Andrew. 1995. “The Case for Proportionality.” *Journal of Democracy* 6(4): 117–24. Available at http://muse.jhu.edu/journals/journal_of_democracy/v006/6.4reynolds.html

Week 6 (Feb 8-12) – Reforming Electoral Systems

- Andrews, Josephine T. and Robert W. Jackman. 2005. “Strategic Fools: Electoral Rule Choice under Extreme Uncertainty.” *Electoral Studies* 24(1): 65–84.

Wednesday, February 10: Quiz #3

- Donovan and Bowler. 2004. *Reforming the Republic: Democratic Institutions for the New America*, Chapters 4 & 5

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Week 7 (Feb 15-19) – Rules and Representation

- Caul, Miki. 1999. “Women’s Representation in Parliament: The Role of Political Parties.” *Party Politics* 5(1): 79–98.
- Stratmann, Thomas, and Martin Baur. 2002. “Plurality Rule, Proportional Representation, and the German Bundestag: How Incentives to Pork-Barrel Differ across Electoral Systems.” *American Journal of Political Science* 46(3): 506–14.

Friday, February 19: Paper assignment #1 Due by Noon at Turnitin.com

How do we study elections that fall short of free and fair?

Week 8 (Feb 22-26) – Can Elections Undermine Authoritarianism?

- Howard, Marc Morje, and Philip G. Roessler. 2006. “Liberalizing Electoral Outcomes in Competitive Authoritarian Regimes.” *American Journal of Political Science* 50(2): 365–81.
- Snyder, Richard and David Samuels. 2001. “Devaluing the Vote in Latin America.” *Journal of Democracy* 12(1): 146–59.

Wednesday, February 24: Quiz #4

Friday, February 26: Discussion of Paper Assignment #2

Week 9 (Feb 29-Mar 4)

- Spring Break

Week 10 (Mar 7-11) – Less than Free and Fair Elections

- Birch, Sarah. 2007. “Electoral Systems and Electoral Misconduct.” *Comparative Political Studies* 40(12): 1533–56.
- Schedler, “The Logic of Electoral Authoritarianism” (Chapter 1 in Schedler, ed.)
- Case, “Manipulative Skills: How do Rulers Control the Electoral Arena?” (Chapter 6 in Schedler, ed.)

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Week 11 (Mar 14-18) – How Authoritarian Incumbents Behave during Elections

- Langston, “Elite Ruptures: When Do Ruling Parties Split?” (Chapter 4 in Schedler, ed.)
- Thompson and Kuntz, “After Defeat: When Do Rulers Steal Elections?” (Chapter 7 in Schedler, ed.)
- Clark, “Armed Arbiters: When Does the Military Step into the Electoral Arena?” (Chapter 8 in Schedler, ed.)

Friday, March 18: Quiz #5

Week 12 (Mar 21-25) – The State & Opposition in Hybrid Regimes

- Way, “Authoritarian Failure: How Does State Weakness Strengthen Electoral Competition?” (Chapter 10 in Schedler, ed.)
- Van de Walle, “Tipping Games: When Do Opposition Rulers Coalesce?” (Chapter 5 in Schedler, ed.)

- Film, “Bringing Down a Dictator”

Week 13 (Mar 28-Apr 1) – Domestic Strategies and International Influence

- Lindberg, “Tragic Protest: Why Do Opposition Parties Boycott Elections?” (Chapter 9 in Schedler, ed.)
- Levitsky and Way, “Linkage and Leverage: How Do International Factors Change Domestic Balances of Power?” (Chapter 12 in Schedler, ed.)

Friday, April 1: Quiz #6

Week 14 (Apr 4-8) – Bringing Parties and Citizens Back In

- Fish, “Creative Constitutions: How Do Parliamentary Powers Shaped the Electoral Arena?” (Chapter 11 in Schedler, ed.)
- Tucker, Joshua. 2007. “Enough! Electoral Fraud, Collective Action Problems, and Post-Communist Colored Revolutions.” *Perspectives on Politics* 5(3): 535-551.
- Film, *TBA*

Week 15 (Apr 11-15) – Election Monitoring

- Kelley, *Monitoring Democracy*, Chapters 2-4

Friday, April 15: Quiz #7

Week 16 (Apr 18-20)

Monday: Complete course evaluations

Wednesday, April 20 – Paper Assignment #2 Due by Noon at Turnitin.com

Finals Week: Make-up Quizzes as Necessary

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