

INTL 4305: COMPARATIVE PUBLIC OPINION AND PARTICIPATION

Spring 2021

Instructor: Neil S. Williams	Time: T TR 12:45 – 2:00 p.m. (CRN: 56451)
Email: snpwill@uga.edu	Place: Caldwell Hall, Room 107

Course Pages:

1. <http://www.neilswilliams.com/teaching.html>
2. <https://uga.view.usg.edu>

Student Hours: 1:00-3:00pm Wednesdays over Zoom, or by appointment.

Required Texts:

- None

Objectives: This course is designed as a comprehensive introduction to public opinion and participation in the comparative context, including in Latin America, Africa, Asia, Europe, and the United States. Topics we will cover include the origins of public opinion, the use of public opinion surveys in elections, turnout and voting, varieties of political participation, protest, the effects of institutions on participation, and attitudes towards democracy. This course will also introduce students to the basics of social science research. Students should leave this course with greater familiarity in understanding and communicating social science research, as well as how to better analyze these issues on their own.

Course Structure:

Class will follow a face-to-face online remote hybrid option. This approach has been selected because it allows for interaction both in-person and online, as well as a complete day of remote learning per week where all students can meet with their fellow student colleagues over Zoom. This allows us greater opportunity to share thoughts and perspectives on the readings and global events with each other. To comply with social distancing standards for classrooms, not all students can come to each day of face-to-face class. Therefore, face-to-face classes will be accompanied with a live-feed (which will also be recorded) which can be accessed over Zoom. Given these pieces of information, the general schedule for a week will look like this:

- **Tuesday(face-to-face):** Students A-L can show up for class
- **Thursday (face-to-face):** Students M-Z can show up for class
- **Every other Thursday (remote):** All students meet online for class on Zoom

Note that the first Thursday (January 24) will be held online as a planning/introduction day.

Perusall: All readings and lecture slides will be available on [Perusall](#). Perusall is a cool e-reader which allows for collaborative annotation of readings and videos with both me and your peers.

Assignment due dates and reminders are also included in Perusall to help you keep track of readings. It is free to create an account. After you have done so, our course can be accessed by entering the code **WILLIAMS-K3ZDZ**.

Important Dates: Below are important test and due dates. Note that they, as well as everything else in the syllabus, may be changed as the semester continues. I will notify you in good time of any updates.

Midterm due Thursday March 11th, 2021
Project Proposal due Tuesday, March 16th, 2021
Annotated Bib. due . Tuesday, March 30th, 2021
Virtual Poster Session Thursday, April 29th,
2021
Poster feedback due . Wednesday, May 5th, 2021
Poster response due Tuesday, May 11th, 2021 by
11:59 P.M.

Grading

- **Participation (25%):** Attendance will not be taken and participation will be evaluated in multiple ways. Active participation implies paying attention in class (either online or in-person), engagement with the material and with your fellow student colleagues. **There will be no preference in grading given to live participation that comes from either in-person or remote sessions.** Please come prepared to class having read and willing to discuss the assigned material. Keep in mind these points as you read:

1. What is the author's main point or argument?
2. What evidence do they use to support their argument?
3. Is there contradicting evidence?
4. How does the author's argument relate to the other readings from the course?

Participation will also be evaluated by your comments, annotations, and responses to the readings, videos, and slides on Persuall.

- **Midterm: (25%)** The midterm exam will be delivered electronically and will cover content up until this point. Although this exam will be open-note and book, I **HIGHLY** recommend studying before-hand.
- **Final project: (50%)** The final project will encompass multiple parts over the course of the semester. The goal of this project is to research more deeply into a single topic in a particular context/contexts and examine its causes, effects, and specific details. Also, be creative and choose something that is of interest to you!
 - **Project proposal: (10%):** 1-2 page proposal of your project idea with description of your main points.
 - **Annotated Bibliography: (10%):** 5-7 of your main **ACADEMIC** sources that will be used in your project. Include brief descriptions of the source's theory, methodology, and application to your argument and paper.
 - **Virtual Poster: (40%):** create an academic poster will cover the main points of your research topic. The poster should cover the following information:

- * Introduction
- * Background
- * Theory and Expectations
- * Method
- * Results
- * Conclusion/Discussion

For examples of academic posters see [here](#). Academic posters can be created in Microsoft word, PowerPoint, or any other program. For a guide on how to create an academic poster with templates see [this page](#) or [this one](#).

Upload your poster to the *Posters* folder on Perusall for your respective group.

- **Poster feedback(15%)** Feedback to each of your group members. You should provide constructive criticism of your student colleagues research and provide concrete ways at least 3 ways their research could improve with details.
- **Poster response/reflection: (25%)** Describe possible alterations to your project based on the feedback you received, as well as potential problems and avenues for future improvement if you were to move forward with this research. More details on this will be provided later in the semester.

Grade Scale

>= 93.00	A	77.00 - 79.99	C+
90.00 - 92.99	A-	73.00 - 76.99	C
87.00 - 89.99	B+	70.00 - 72.99	C-
83.00 - 86.99	B	60.00 - 69.99	D
80.00 - 82.99	B-	<= 59.99	F

Academic Honesty *The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the university community. A Culture of Honesty, UGA's academic honesty policy and procedures, was developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty.*(From [UGA Academic Honesty Website](#))

Disability Resources: If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>. Additionally, please contact me in good time and communicate any accommodations needed to participate in class and/or fulfill course requirements.

Mental Health and Wellness Resources:

- 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.
- UGA has several resources for a student seeking [mental health services](#) or [crisis support](#).

- If you need help managing stress anxiety, relationships, etc., please visit [BeWellUGA](#) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Technology: I permit laptops and other devices such as Kindles and iPads if they are being used for class-related purposes. If you are off-task (Facebook, Instagram, Myspace, Tik Tok, Neopets, etc.) while on these devices, it will be deducted from your participation grade.

Coronavirus Information for Students

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

What do I do if I have Symptoms?:

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Tentative Course Outline:

Yellow indicates important information

Orange indicates Zoom-only class meeting

Week 1: Introduction

Thursday, January 14th, 2021

- Introductions
- Review Syllabus

Week 2: Basics of Public Opinion

Tuesday, January 19th, 2021

- *Readings*
 - The Basics: Public Opinion
 - Can You Name a Country?

Thursday, January 21st, 2021

- *Readings*
 - Norris, Pippa. 2009. "The Globalization of Comparative Public Opinion Research." *Handbook of Comparative Politics*: 522–540.
 - How political leaders shape public opinion, *The Economist*, January 3, 2018.
 - Putin's Popularity- Vladimir Unbound *The Economist*, January 30, 2016.

Week 3: Elections and Opinion I

Tuesday, January 26th, 2021

- *Readings*
 - How do Election Polls Work?: Civics in a minute
 - "Marriage Equality: Why an Opinion Poll May Be More Accurate than a Voluntary Postal Vote." *The Guardian*. August 9, 2017.
 - Forecasting the US Election, *The Economist*, August 2020.
 - How Voting By Mail Could Save the US Election, *Vox*, May 1, 2020.

Thursday, January 28th, 2021

- *Readings*
 - How Do German Elections Work?
 - How Do UK Elections Work?
 - How India Runs the World Largest Election, *Vox*, July 3, 2019.

Week 4: Elections and Opinion II

Tuesday, February 2nd, 2021

- *Readings*
 - Britain's election is the latest occasion to bash pollsters, *The Economist*, June 17, 2017.
 - The Polls are Ignoring a Crucial Factor in this Election: Minority Voters, Omar Khan, *The Guardian*, December 5, 2019.

Thursday, Friday 4th, 2021

- *Readings*
 - PEW (2012) "Assessing the Representativeness of Public Opinion Surveys"
 - The Critical Masses, *The Economist*, April 11, 2015.

Week 5: Turnout

Tuesday, February 9th, 2021

- *Readings*
 - Aldrich, John H. 1993. "Rational Choice and Turnout." *American Journal of Political Science* 37(1): 246–278.
 - Why Young People Don't Vote, *The Economist*, October 29, 2014.
 - Why Young People Helped Elect A Far-Right Authoritarian In Brazil, *HBO*, October 29, 2018.

Thursday, February 11th, 2021

- *Readings*
 - What Affects Voter Turnout Rates- Fairvote
 - Blais, André. 2006. "What Affects Voter Turnout?" *Annual Review of Political Science* 9(1): 111–125.
 - **Optional:** Geys, Benny. 2006. "Explaining Voter Turnout: A Review of Aggregate-level Research." *Electoral Studies* 25(4): 637–663.

Week 6: Vote Choice

Tuesday, February 16th, 2021

- *Readings*
 - Weller, Nicholas, and Jane Junn. 2018. "Racial Identity and Voting: Conceptualizing White Identity in Spatial Terms." *Perspectives on Politics* 16(2): 436–448.
 - Redistributing Private Land Was A Key Issue In South Africa's Elections, *Vice News*, May 12, 2019.

Thursday, February 18th, 2021

- *Readings*
 - Duch, Raymond M., and Harvey D. Palmer. 2002. "Strategic Voting in Post-Communist Democracy?" *British Journal of Political Science* 32(1): 63–91.

Week 7: Participation**Tuesday, February 23rd, 2021**

- *Readings*
 - Ekman, Joakim, and Erik Amnå. 2012. “Political Participation and Civic Engagement: Towards a New Typology.” *Human Affairs* 22(3): 283–300.
 - [How to Participate in Politics](#), Ian Prasad Philbrick and David Leonhardt, *New York Times*

Thursday, February 25th, 2021

- *Readings*
 - Karp, Jeffrey A., and Susan A. Banducci. 2007. “Party Mobilization and Political Participation in New and Old Democracies.” *Party Politics* 13(2): 217–234.
 - **Optional:** Kostadinova, Tatiana, and Timothy J. Power. 2007. “Does Democratization Depress Participation? Voter Turnout in the Latin American and Eastern European Transitional Democracies.” *Political Research Quarterly* 60(3): 363–377.

Week 8: Protest**Tuesday, March 2nd, 2021**

- *Readings*
 - Nleya, Ndodana, Lisa Thompson, Chris Tapscott, Laurence Piper, et al. 2011. “Reconsidering the Origins of Protest in South Africa: Some Lessons from Cape Town and Pietermaritzburg.” *Africanus: Journal of Development Alternatives* 41(1): 14–29.
 - [Hong Kong Protests, One Year Later](#), Austin Ramzy and Mike Ives, *The New York Times*, June 9 2020.
 - [Hong Kong Protesters Are Split: Vote In Elections Or Keep Waging War Against Police](#), *Vice News*, November 22, 2019.

Thursday, March 4th, 2021

- *Readings*
 - Explore: [ACLED Website on Armed Conflict Data](#). Especially look into interactive tool on protests and riots.
 - *Skim:* Andrews, Kenneth T., and Michael Biggs. 2006. “The Dynamics of Protest Diffusion: Movement Organizations, Social Networks, and News Media in the 1960 Sit-Ins.” *American Sociological Review* 71(5): 752–777.
 - *Distribute*
 - * **Midterm exam becomes available.**

Week 9: Midterm and More!**Tuesday, March 9th, 2021**

- *Readings*
 - Keohane, Robert O. 2009. “Political Science as a Vocation.” *PS: Political Science & Politics* 42(2): 359–363.
 - Hardt, Heidi, Amy Erica Smith, Hannah June Kim, and Philippe Meister. 2019. “The Gender Readings Gap in Political Science Graduate Training.” *The Journal of Politics* 81(4): 1528–1532.

Thursday, March 11th, 2021

- **MIDTERM EXAM DUE: NO CLASS**

Week 10: Institutions and Participation I: Compulsory Voting**Tuesday, March 16th, 2021**

- *Readings*
 - [Introduction to Compulsory Voting](#), *International IDEA*.
 - [Make Voting Mandatory in the U.S.](#), Dambisa Moyo, *New York Times*, October 15, 2019.
 - Power, Timothy J. 2009. “Compulsory for Whom? Mandatory Voting and Electoral Participation in Brazil, 1986-2006.” *Journal of Politics in Latin America* 1(1).
 - **Come with your project proposal to share!**

Thursday, March 18th, 2021

- *Readings*
 - Córdova, Abby, and Gabriela Rangel. 2016. “Addressing the Gender Gap: The Effect of Compulsory Voting on Women’s Electoral Engagement.” *Comparative Political Studies* 50(2): 264–290.

Week 11: Institutions and Participation II: Quotas**Tuesday, March 23rd, 2021**

- *Readings*
 - [Introducing Gender Quotas](#), *International IDEA*
 - Ben Shitrit, Lihi. 2016. “Authenticating Representation: Women’s Quotas and Islamist Parties.” *Politics & Gender* 12(4): 781–806.

Thursday, March 25th, 2021

- *Readings*
 - Bush, Sarah Sunn, and Eleanor Gao. 2017. “Small Tribes, Big Gains: The Strategic Uses of Gender Quotas in the Middle East.” *Comparative Politics* 49(2): 149–167.
 - Osama, Mohd. 2019. “Why representation matters? The meaning of ethnic quotas in rural India.” *Commonwealth & Comparative Politics* 57(1): 130–132.

Week 12: Democratic Attitudes I**Tuesday, March 30th, 2021**

- *Readings*
 - Baviskar, Siddhartha, and Mary Fran T. Malone. 2004. “What Democracy Means to Citizens—and Why It Matters.” *European Review of Latin American and Caribbean Studies*: 3–23.

Thursday, April 1st, 2021

- *Readings*
 - [Not All Democracies are Experiencing American-style Tribalism](#), *The Economist*, February 7, 2020.
 - Oakes, Amy C. 2002. “Gender Differences in Support for Democracy.” *Social Structure: Changes and Linkages*: 157–173.
 - [Annotated bibliography due](#)

Week 13: Democratic Attitudes II: Problems**Tuesday, April 6th, 2021**

- *Readings*
 - [Many Across the Globe Are Dissatisfied With How Democracy Is Working](#), Richard Wike, Laura Silver and Alexandra Castillo, *Pew Research Center*, April 29, 2019.
 - [“What’s Gone Wrong with Democracy”](#), *The Economist* February 27, 2014.
 - *Skim*: Claassen, Christopher. 2020. “Does Public Support Help Democracy Survive?” *American Journal of Political Science* 64(1): 118–134.

Thursday, April 8th, 2021 **Wednesday, November 11th, 2020**

- *Readings*
 - Carlin, Ryan E., and Matthew M. Singer. 2011. “Support for Polyarchy in the Americas.” *Comparative Political Studies* 44(11): 1500–1526.
 - [Support for democracy declining in Latin America, report says](#), CBS News, November 13, 2018.

Week 14: Democratic Attitudes III: Variations**Tuesday, April 13th, 2021**

- *Readings*
 - Bratton, Michael, and Robert Mattes. 2001. “Support for Democracy in Africa: Intrinsic or Instrumental?” *British Journal of Political Science* 31(3): 447–474.

Thursday, April 15th, 2021

- *Readings*
 - Zhai, Y. 2017. “Do Confucian Values Deter Chinese citizens’ Support for Democracy?” *Politics and Religion*.

Week 15: Democratic Futures***Tuesday, April 20th, 2021***

- *Readings*
 - Smith, Amy Erica. 2009. “Legitimate Grievances: Preferences for Democracy, System Support, and Political Participation in Bolivia.” *Latin American Research Review* 44(3): 102–126.

Thursday, April 22nd, 2021

- *Readings*
 - Cho, Wonbin, and Carolyn Logan. 2014. “Looking Toward the Future: Alternations in Power and Popular Perspectives on Democratic Durability in Africa.” *Comparative Political Studies* 47(1): 30–54.

Week 16: Conclusions***Tuesday, April 27th, 2021***

- *Readings*
 - **Open topic day**

Thursday, April 29th, 2021

- *Readings*
 - **Virtual Poster session**
 - Final class wrap-up and reflection
 - **Remember: Poster feedback due Wednesday, May 5th, 2021 by 11:59 P.M**
 - **Remember: Final poster response due Tuesday, May 11th, 2021 by 11:59 P.M.**