

## **INTL 4300: Comparative Political Institutions**

Spring 2022

Dr. Molly Ariotti

T TH : 9:35-10:50am

Location: Miller Learning Center (MLC), Room 0275

**Office Hours:** By appointment

**Office Location:** 303 International Affairs Building

**Email:** mariotti@uga.edu

### **Course Description:**

Why do dictators create legislatures? Are parliamentary systems better than presidential systems? Could a third party win the presidency in the United States? These questions all ask you to think about political institutions, and their role in structuring the political interactions we observe around the world. Political institutions are often thought of as the "rules of the game," and include topics like the nature of executive-legislative relationships, the type of governments that form and how long they last, party systems, electoral rules, and elections. While much of this class focuses on formal institutions and democracies, we will also discuss the role of informal institutions, and the use of institutions by authoritarian regimes. By improving our understanding of the rules of the game, we can improve our understanding of big questions, such as when and why democratization is more successful, why elections look the way they do, and when parties might be incentivized to behave differently.

The course covers all world regions, and we will examine a number of competing hypotheses and the empirical evidence presented in support of them. As a result, the readings will take a number of methodological approaches.

*Course Prerequisites: INTL 3300*

### **Course Objectives:**

1. Develop a deeper understanding of political institutions and their effect on political actors.
2. Examine arguments made by existing scholarship and assess strengths and weaknesses in existing knowledge
3. Think critically about the role of both formal and informal political institutions in structuring behavior and outcomes
4. Think about the role political institutions play in both democratic and authoritarian contexts
5. Learn about the role political institutions play in democratic transitions

### **Course Requirements:**

You are expected to (1) attend all lectures; (2) complete the required reading before the start of each class; (3) complete all assignments.

Your responsibilities will often force you to make choices about what you need to prioritize. If you have a conflict and cannot attend class, I expect you to communicate with me in a timely fashion, preferably in advance of the absence. **I will not take attendance.** Because I expect you to attend all lectures, **I will not post slides or notes online.** You should try to befriend some classmates early on so that you can make a copy of their notes in the event that you are absent. I will not make photocopies of my notes, nor will I hold a special make up class session during my office hours.

In the event that you are required to miss a prolonged period of class times please contact me so we can come up with a plan for how you will proceed. You do not need to feel obligated to tell me the details of your personal circumstances in order to exercise this option.

### **Special Accommodations:**

If you have any special accommodations, I expect that you will provide me with all necessary paperwork during the first week of class, and set up a time to meet with me to discuss what I expect from you.

Students who seek religious or cultural accommodations should address potential conflicts with me as soon as possible so that arrangements can be made to accommodate the religious observance. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the coursework required during the period of absence.

It is the obligation of students to provide faculty with reasonable notice of the dates of cultural and religious holidays on which they plan to be absent.

### **Participation:**

You'll note that participation does not explicitly factor into your grade. This does not mean that your participation is not necessary, nor does it mean that I don't want you to ask questions and participate! I know some people find it easier to speak up in class than others, but I hope that you feel comfortable asking me your questions – whether in class, to a group, or during office hours. I am always happy to talk to you about the topics we cover in this class, but in light of likely absences this semester, I also want to be fair to those who might find themselves unable to attend classes.

## Assignments:

I will discuss assignments in class, and after that discussion additional information about the assignment and deadline *may* be posted to eLC. If you are absent, I encourage you to speak with a classmate or come to office hours in order to be clear about the expectations.

Each assignment is due **by the start of class** – you should upload it to the appropriate dropbox on eLC. If you will not be in class or have any problems with eLC, please email your assignment no later than the start of class on the due date for full credit.

Late assignments will be accepted, but penalized commensurate with lateness. I reserve discretion to set a deadline after which I will accept no further late work. It is always best to contact me directly (by whichever means you feel most comfortable) to discuss late work, or other reasons why you may have a problem meeting a deadline. I understand that sometimes things get overwhelming, and I want to work with you to find a solution – but you need to take responsibility by talking to me.

If you know there will be a conflict with a deadline, it is best to talk to me before the assignment is due, rather than the day of or after the fact. I am always happy to accept work before a deadline, if you know that you will be absent on the due date.

## Grading and Scale:

Homework assignments (x6): 65%

1. Syllabus Quiz: 5%
2. Research parliamentary democracy: 12%
3. Executive-legislative relations: 12%
4. Electoral integrity: 12%
5. Effective legislatures: 12%
6. Autocratic institutions: 12%

Final project: 35%

Check-in: 5%

Presentation: 10%

Final paper: 20%

A (93-100)	C+ (77-79.9)
A- (90-92.9)	C (73-76.9)
B+ (87-89.9)	C- (70-72.9)
B (83-86.9)	D (60-69.9)
B- (80-82.9)	FAIL (0-59.9)

## Required Course Materials:

There is no required textbook for this course. Occasionally readings or chapters excerpted from books will be placed on eLC for you to access. Otherwise, readings are available through the library website (in order to access these readings you may either need to be on campus or logged into your UGA library access account). If you have trouble locating a particular scholarly article, you can often find a copy posted on the author's professional website (try searching their name and "political science"), or on [Google Scholar](#). You may also use the university subscription to the *Washington Post* in order to access articles from the Monkey Cage blog which may be assigned as reading or discussed in class.

## SCHEDULE OF CLASSES

Readings should be completed *prior to class* on the day they are listed. Assignments are listed on the day I will discuss them in class, and the due date is clearly listed along with the instructions below.

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. While I might adjust the timing for topics if we are unable to cover them as planned, I will **not** move the exam dates.*

### **Week 1: January 10-14**

#### **Introduction**

*Tuesday:* Course overview, introductions

*Thursday:* Challenges of measuring democracy

*No required reading*

*Further [optional] reading:*

1. Lijphart, Arend. 1999. *Patterns of Democracy*. Ch. 2, p. 9-30 (Skim -- **posted on eLC**)
2. Bevir, Mark. 2010. "[The Odd Couple: Coalition government in Britain.](#)" (Skim this, updates parts of p. 11 in Lijphart that are a bit out of date!)
3. Lijphart, Arend. 1999. *Patterns of Democracy*. Ch. 3, **posted on eLC**
4. BBC. 2017. "[Why don't we elect MPs by proportional representation?](#)"

**HOMEWORK 1:** Complete the syllabus quiz on eLC. All questions can be answered using the syllabus, which is posted to Week 1 of eLC's course content modules. You will only have one attempt to take this quiz, so be sure not to start it until you are ready to complete it.

**DUE JANUARY 18 BEFORE CLASS**

**\*\* Get a head start on Homework 2 for next week (see next page) \*\***

## Week 2: January 17-21

### Types of Democracy: Parliamentary democracies

*Tuesday:* Introduction to three types of democracy (overview) – Parliamentary democracies

*Required reading:*

1. Clark, Golder, Golder. 2017. *Principles of Comparative Politics*. p.454-457 (posted on eLC)
2. Strom, Müller, Bergman. 2003. *Delegation and Accountability in Parliamentary Democracies*. Ch. 1, p. 2-32 (posted on eLC)

*Further [optional] reading:*

1. Stepan and Skach. 1993. "Constitutional Frameworks and Democratic Consolidation: Parliamentarism versus Presidentialism." *World Politics*. 46:1, p. 1-22.
2. Linz. 1990. "The Virtues of Parliamentarism." *Journal of Democracy*. 1:4, p. 84-91.
3. Huber and Lupia. 2001. "Cabinet Instability and Delegation in Parliamentary Democracies." *American Journal of Political Science*. 45:1, p. 18-32.
4. Gerring, Thacker, Moreno. 2009. "Are Parliamentary Systems Better?" *Comparative Political Studies*. 42:3, p.327-359.

*Thursday:* Watch Yes, Prime Minister in class. Think about parliamentary delegation and accountability as they are portrayed [comically!] in the episode.

**HOMEWORK 2:** Find an article in the news that discusses the formation of a coalition government in a parliamentary democracy. Write a (double-spaced) summary describing: 1) Which parties are currently in the legislature 2) Which parties are involved in the government; 3) Details about the negotiation process that led to the formation of the current government; 4) When the last elections were held prior to the formation of this government. Note: The best assignments will likely require you to use more than one article to gather all of this information and discuss it adequately. If you speak another language that is of use, feel free to use resources in that language (i.e. French, Spanish, Chinese, Wolof, Arabic, etc.) to help you in your research.

You must include a list of references with your paper, and clearly document where you found information using in-text citations.

**JANUARY 27 BEFORE CLASS TO eLC DROPBOX**

**Week 3: January 24-28**  
**Types con'd: Semi-presidential democracies**

*Tuesday:* Semi-presidential democracies

*Required reading:*

1. Duverger. 1980. "A New Political System Model: Semi-presidential Government." *European Journal of Political Research*. 8, p. 165-187. (posted on eLC)

*Further [optional] reading:*

1. 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.
2. Elgie and Moestrup, eds. 2007. *Semi-Presidentialism Outside Europe: A Comparative Study*. Routledge Press.

*Thursday:*

*Required reading:*

1. Elgie. 2008. "The Perils of Semi-presidentialism. Are They Exaggerated?" *Democratisation*. 15:1, p. 49-66.

*Further [optional] reading:*

1. Cheibub and Chernykh. 2009. "Are semi-presidential constitutions bad for democratic performance?" *Constitutional Political Economy*. 20:3, p. 202-229.

**Week 4: January 31-February 4**  
**Types con'd: Presidential democracies**

*Tuesday:*

*Required reading:*

1. Linz. 1990. "The Perils of Presidentialism." (posted on eLC)

*Further [optional] reading:*

1. Mainwaring. 1993. "Presidentialism, Multipartyism, and Democracy: The Difficult Combination." *Comparative Political Studies*. 26:2, p. 198-228.
2. van de Walle. 2003. "Presidentialism and Clientelism in Africa's Emerging Party Systems." *Journal of Modern African Studies*.

**HOMEWORK 3:** Consider our discussions about parliamentary, semi-presidential, and presidential democracies from class and the readings. Is there one that you think is *always* the best choice? Why? Are there certain circumstances where one arrangement might be preferable to another? What characteristics would you see as making one type or another better or worse for a country? Explain the strengths and weaknesses of each type of democracy, and under what circumstances you think it is the best choice.

You must include a list of references with your paper, and clearly document where you found information using in-text citations.

**DUE FEBRUARY 10 BEFORE CLASS TO eLC DROPBOX**

*Thursday:*

*Required reading:*

1. Chaisty, Cheeseman, Power. 2012. "Rethinking the 'presidentialism debate': conceptualizing coalitional politics in regional perspective." *Democratization*, p. 1-23.

*Further [optional] reading:*

1. Martinez. 2017. "Presidential survival in South America: Rethinking the role of democracy." *International Political Science Review*. 38:1, p. 40-55.

**Week 5: February 7-11**  
**Executive-Legislative Relations: Making Governments**

*Tuesday:* Who gets to be in the government?

*Required reading:*

1. Cheibub, Przeworski, Saiegh. 2004. "Government Coalitions and Legislative Success under Presidentialism and Parliamentarism." *British Journal of Political Science*. 34, p. 565-587.
2. Golder, Golder, Siegel. 2012. "Modeling the Institutional Foundation of Parliamentary Government Formation." *The Journal of Politics*. 74:2, p. 427-445.

*Further [optional] reading:*

1. Amorim-Neto. 2006. "The Presidential Calculus: Executive Policy Making and Cabinet Formation in the Americas." *Comparative Political Studies*. 39:4, p. 415-440.
2. Martin and Stevenson. 2001. "Government Formation in Parliamentary Democracies." *American Journal of Political Science*. 45:1, p. 33-50.
3. Golder. 2010. "Bargaining Delays in the Government Formation Process." *Comparative Political Studies*. 43:1, p. 3-32.

*Thursday:* How are ministerial portfolios shared?

*Required reading:*

1. Ariotti and Golder. 2018. "Partisan Portfolio Allocation in African Democracies." *Comparative Political Studies*.

*Further [optional] reading:*

1. Gamson. 1961. "A Theory of Coalition Formation." *American Sociological Review*. 26, p. 373-382.
2. Warwick and Druckman. 2006. "The Portfolio Allocation Paradox: An Investigation into the Nature of a Very Strong but Puzzling Relationship." *European Journal of Political Research*. 45, p. 635-665.
3. Bassi. 2013. "A Model of Endogenous Government Formation." *American Journal of Political Science*. 57:4, p. 777-793.
4. Golder and Thomas. 2014. "Portfolio Allocation and the Vote of No Confidence." *British Journal of Political Science*. 44, p. 29-39.



**Week 6: February 14-18**  
**Executive-Legislative Relations: Breaking Governments**

Tuesday:

*Required reading:*

1. Cheibub and Limongi. 2002. "Democratic Institutions and Regime Survival: Parliamentary and Presidential Democracies Reconsidered." *Annual Review of Political Science*. 5, p. 151-179.

Thursday: "Strategy"

*Required reading:*

1. Mershon. 1996. "The Costs of Coalition: Coalition Theories and Italian Governments." *American Political Science Review*. 90:3, p. 534-554.
2. Huber. 1996. "The Vote of Confidence in Parliamentary Democracies." *American Political Science Review*. 90:2, p. 269-282.

(Don't let the formal model intimidate you! Focus on the theory and discussion sections, and try your best on the model-- the logic of the argument is what I care most about!)

*Further [optional] reading:*

1. Warwick. 1992. "Ideological Diversity and Government Survival in Western European Parliamentary Democracies." *Comparative Political Studies*. 25:3, p. 332-361.
2. Bergman, Ersson, Hellström. 2015. "Government formation and breakdown in Western and Central Eastern Europe." *Comparative European Politics*. 13:3, p. 345-375.
3. Druckman and Thies. 2002. "The Importance of Concurrence: The Impact of Bicameralism on Government Formation and Duration." *American Journal of Political Science*. 46:4, p. 760-771.

**Week 7: February 21-25**  
**Elections and Electoral Integrity**

*Tuesday:* Assessing election quality

*Required reading:*

1. Norris, Frank, Martinez i Coma. 2013. "Assessing the Quality of Elections." *Journal of Democracy*. 24:4, p. 124-135. (Posted to eLC)
2. Brigety, Reuben E. 2020. "[If America Were in Africa.](#)" *Foreign Affairs*. 19 October 2020.

*Further [optional] reading:*

1. Matthews. 2016. "[North Carolina "can no longer be classified as a full democracy".](#)" Vox. [Also follow link to Andrew Gelman's blog at the end for a debate about the validity of the EIP claims]

**HOMEWORK 4:** Read at least one country case study from the "Reports" section of the Electoral Integrity Project (i.e. "The Year in Elections 2017," "Electoral Integrity in Africa," etc. contain case studies). Then look at the PEI Codebook (posted to Week 7 in eLC). Be sure to look at the information used to code electoral integrity, and think about the strengths and weaknesses of the EIP measurement strategy. What questions do you have about how EIP codes the information? Do you think EIP is forgetting anything important?

Write one paragraph summarizing the information you found about the country you selected and how their electoral integrity is rated by the EIP project, and write at least one paragraph discussing the strengths and weaknesses of the EIP measurement strategy.

You must include a list of references with your paper, and clearly document where you found information using in-text citations.

**DUE MARCH 3 BEFORE CLASS TO eLC DROPBOX**

*Thursday:* Observing elections

*Required reading:*

1. Hyde and Marinov. 2014. "Information and Self-Enforcing Democracy: The Role of International Election Observation." *International Organization*. 68, p. 329-359.

*Further [optional] reading:*

1. Ichino and Schündeln. 2012. "Deterring or Displacing Electoral Irregularities? Spillover Effects of Observers in a Randomized Field Experiment in Ghana." *Journal of Politics*. 74:1, p. 292-307.
2. Hyde. 2011. "Catch Us If You Can: Election Monitoring and International Norm Diffusion." *American Journal of Political Science*. 55:2, p. 356-369.

**Week 8: February 28-March 4**  
**Electoral Systems**

*Tuesday:* Majoritarian electoral systems (SMDP, SNTV, AV, TRS)

*Required reading:*

1. Clark, Golder, Golder. 2017. *Principles of Comparative Politics*. p. 534-548 (posted on eLC)

*Further [optional] reading:*

1. Carey and Shugart. 1995. "Incentives to Cultivate a Personal Vote: Rank Ordering of Electoral Formulas." *Electoral Studies*. 14:4, p. 417-439.

*Thursday:* Proportional (and mixed) electoral systems (Closed/Open list PR, STV)

*Required reading:*

1. Clark, Golder, Golder. 2017. *Principles of Comparative Politics*. p. 549-569 (posted on eLC)

*Further [optional] reading:*

1. Golder. 2005. "Democratic electoral systems around the world, 1946-2000." *Electoral Studies*. 24, p. 103-121.

**Week 9: March 7-11**  
**SPRING BREAK**

There is no required reading during break, but I encourage you to take a little bit of this time to check in on your progress towards the final project.

**FINAL PAPER CHECK-IN:**

This is your check-in for the final presentation and research paper. For this assignment, I would like you to start thinking about the topic you would like to research.

For this assignment you must 1) Identify your partner for the final project and 2) Tell me what two countries you are considering comparing and 3) construct a backwards calendar to plan how you will complete the project by the end of class. The purpose of the assignment is to get you thinking early, so that you are more prepared to dive in as the semester goes on and the deadline looms larger.

**DUE MARCH 15 BEFORE CLASS to eLC DROPBOX**

**Week 10: March 14-18**  
**Electoral Systems and Their Consequences**

*Tuesday:* Turning out to vote?

*Required reading:*

1. Cohen, Mollie J. 2018. "Protest Via the Null Ballot: An Assessment of the Decision to Cast an Invalid Vote in Latin America." *Political Behavior*, 40: 395-414. DOI: 10.1007/s11109-017-9405-9
2. Singh, Shane. 2011. "Contradictory Calculi: Differences in Individuals' Turnout Decisions across Electoral Systems." *Political Research Quarterly* 64(3): 646-655.

*Thursday:* Types of representation

*Required reading:*

1. Krook and O'Brien. 2010. "The Politics of Group Representation: Quotas for Women and Minorities Worldwide." *Comparative Politics*. 42:3, 253-272.

*Further [optional] reading:*

1. O'Brien and Rickne. 2016. "Gender Quotas and Women's Political Leadership." *American Political Science Review*. 110:1, p.112-126.
2. Caul Kittilson and Schwindt-Bayer. 2010. "Engaging Citizens: The Role of Power-Sharing Institutions." *The Journal of Politics*. 72:4, p.990-1002.

**Week 11: March 21-25**  
**Parties and Party Systems**

*Tuesday:* Duverger's Theory

*Required reading:*

1. Clark and Golder. 2006. "Rehabilitating Duverger's Theory: Testing the Mechanical and Strategic Modifying Effects of Electoral Law"

*Further [optional] reading:*

1. Amorim Neto and Cox. 1997. "Electoral Institutions, Cleavage Structures, and the Number of Parties." *American Journal of Political Science*. 41:1, p. 149-174.
2. Duverger. 1963 [1954]. *Political Parties: Their Organization and Activity in the Modern State*. New York: Cambridge University Press.

*Thursday:* Party systems outside of Western Europe

To maximize coverage of different regions, readings will be assigned from the list below (of course, you are welcome to read more if you are particularly interested in this topic)!

*Required reading (you pick two):*

1. Lindberg. 2007. "Institutionalization of Party systems? Stability and Fluidity Among Legislative Parties in Africa's Democracies." *Government and Opposition*. 42:2, p. 215-241.
2. Mainwaring and Torcal. 2006. "Party System Institutionalization and Party System Theory After the Third Wave of Democratization." *Handbook of Party Politics*. p. 204-227. (eLC)
3. Mainwaring and Scully. 1995. *Building Democratic Institutions: Party Systems in Latin America*. Stanford, CA: Stanford University Press. (UGA Library eBook)
4. Bleck and van de Walle. 2012. "Valence Issues in African Elections: Navigating Uncertainty and the Weight of the Past." *Comparative Political Studies*. 46(11): 1394-1421.
5. van de Walle. 2003. "Presidentialism and Clientelism in Africa's Emerging Party Systems." *Journal of Modern African Studies*. 41:2, p.297-321.
6. Chandra. 2005. "Ethnic Parties and Democratic Stability." *Perspectives on Politics*. 3:2, p. 235-252.
7. Hicken, Allen and Erik Martinez Kuhonta. 2011. "Shadows from the past: Party system institutionalization in Asia." *Comparative Political Studies* 4(5): 572-597.
8. Tavits. 2005. "The Development of Stable Party Support: Electoral Dynamics in Post-Communist Europe." 49:2, p. 283-298.
9. Moser. 1999. "Electoral Systems and the Number of Parties in Postcommunist States." *World Politics*. 51, p.359-84.
10. Kuenzi and Lambright. 2001. "Party System Institutionalization in 30 African Countries." *Party Politics*. 7:4, p.437-468.
11. Posner. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review*. 98, p. 529-545.
12. Basedau and Stroh. 2012. "How Ethnic are African parties really? Evidence from four Francophone countries." *International Political Science Review*. 33:1, p. 5-24.

**Week 12: March 28-April 1**  
**Legislatures**

*Tuesday:*

*Required reading:*

1. Fish. 2006. "Stronger Legislatures, Stronger Democracies." *Journal of Democracy*. 17:1, p. 5-20.
2. Barkan. 2008. "Legislatures on the Rise?" *Journal of Democracy*. 19:2, p. 124-137.

*Further [optional] reading:*

1. Opalo, Ken. 2019. *Legislative Development in Africa: Politics and Post-Colonial Legacies*. Cambridge University Press.

**HOMEWORK 5:** Think about everything we've covered regarding electoral systems and the incentives they create, party systems, and executive-legislative relations (etc.). What do you see as essential to the creation of an effective legislature? What do you think promotes good legislative practice, both with regards to accountability to constituents and with respect to relations with the executive? If you were tasked with improving the capacity of a legislature in a developing democracy, what sorts of recommendations would you make? Be sure to consider trade-offs that come from combining different types of institutions. If you wanted to measure something like "legislative quality" what data would you include in your measure?

You must include a list of references with your paper, and clearly document where you found information using in-text citations.

**DUE APRIL 5 BEFORE CLASS TO eLC DROPBOX**

*Thursday:*

*Required reading:*

1. Hix, Simon and Noury, Abdul. 2018. "Power versus Ideology: Political Group Switching in the European Parliament." *Legislative Studies Quarterly*.

*Further [optional] reading:*

1. Hiroi, Taeko. 2014. "Dimensions of Legislative Conflict: Coalitions, Obstructionism, and Lawmaking in Multiparty Presidential Regimes." *Legislative Studies Quarterly*.

**Week 13: April 4-April 8**  
**Institutions in Autocracies**

*Tuesday:* Why build institutions in an autocracy?

*Required reading:*

1. Kendall-Taylor and Frantz. 2014. "Mimicking Democracy to Prolong Autocracies." *The Washington Quarterly*. 37:4, p. 71-84. (POSTED TO eLC)

*Further [optional] reading:*

1. Gandhi and Przeworski. 2007. "Authoritarian Institutions and the Survival of Autocrats." *Comparative Political Studies*. 40:11, p. 1279-1301.
2. Gandhi, Jennifer. 2010. *Political Institutions under Dictatorship*. Cambridge University Press

**HOMEWORK 6:** Use the Polity dataset to identify a country that is coded as a dictatorship (-6 to -10) or an "anocracy"/ "mixed regime" (-5 to 5). Research the tactics used by that country's leaders in the past five years to consolidate power through authoritarian institutions. Discuss the creation and reinforcement of authoritarian institutions in your country. Next, imagine you work for an NGO or government institution with an interest in promoting democracy: What sorts of challenges do you see in dismantling these types of institutions? Can they be co-opted into transitional democratic institutions? What proposals would you have for improving democratic institutions in your country?

You must include a list of references with your paper, and clearly document where you found information using in-text citations.

**DUE APRIL 14 IN CLASS (PRINT AND BRING TO CLASS)**

*Thursday:* Authoritarian Institutions

*Required reading:*

1. Donno. 2013. "Elections and Democratization in Authoritarian Regimes." *American Journal of Political Science*. 57:3, p. 703-716.
2. Jensen, Malesky, and Weymouth. 6 June 2014. ["What good is a fake legislature?"](#) *The Monkey Cage Blog (The Washington Post)*.

*Further [optional] reading:*

1. Simpser. 2013. [Why Governments and Parties Manipulate Elections](#). Cambridge University Press. [Chapter 1 is available for free online!]
2. Knutsen, Nygard, and Wig. "Autocratic Elections: Stabilizing Tool or Force for Change?" *World Politics*. 69:1, p.98-143.
3. Jensen, Malesky, and Weymouth. 2013. "Unbundling the Relationship between Authoritarian Legislatures and Political Risk." *British Journal of Political Science*. 44, p.655-684.
4. Wright, Joseph. 2008. "Do Authoritarian Institutions Constrain? How Legislatures Affect Economic Growth and Investment." *American Journal of Political Science*. 52:2, p.322-343.
5. Wilson and Wright. 2015. "Authoritarian Legislatures and Expropriation Risk." *British Journal of Political Science*. 47, p.1-17.

**Week 14: April 11-15**  
**Informal Institutions**

*Tuesday:* Overview of informal institutions

*Required reading:*

1. Helmke and Levitsky. 2004. "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics*. 2:4, p. 725-740.

*Thursday :* Examples of informal institutions

*Required reading:*

1. Woods. 1992. "Civil Society in Europe and Africa: Limiting State Power through a Public Sphere." *African Studies Review*. 35:2, p. 77-100.
2. Mueller. 2018. "Personal Politics Without Clientelism? Interpreting Citizen-Politician Contact in Africa." *African Studies Review*. 61:2, p. 28-54.



## **RESEARCH PAPER/IN-CLASS PRESENTATION OF RESEARCH (APRIL 19, 21, 26)**

Your final in this class has two parts: a partner research paper, and a partner research presentation.

For your final paper, you and a partner will select two countries and research their institutions. (If necessary, I will allow a group of three – you must clear it with me first!) Each of you is responsible for researching the country you choose; together you will discuss these countries in a comparative context. You and your partner should discuss which two countries you will be researching early, to ensure that you are prepared to discuss them comparatively later on.

NOTE: You may NOT choose the United States as one of your countries.

Your country research should include this information for each country:

- What type of democracy is this country (if not a democracy, explain the dictatorship: does it involve a military dictator, a monarchy, a personalist dictator, or a dominant party?)  
\*Be sure to explain how you determined if the country is or is not a democracy.
- What is the nature of executive-legislative relations? Talk about recent government formations/collapses, and how that has affected political developments in your country.
- Talk about the electoral system. Identify what it is, and discuss how this affects the party system that has developed, and any issues regarding electoral integrity in your country. Does the electoral system do a good job addressing the demographic/economic/racial dynamics of your country? How does the electoral system affect electoral accountability? Do citizens feel ties to their elected representatives? How did you come to this conclusion?
- Discuss the composition of the legislature. How does the party system look within the legislature? How does the legislature represent the citizenry? Does it do a good job?

You and your partner will use your individual country research to compare and contrast the institutions of your respective countries. Where does one country do a better job addressing certain considerations (such as types of representation, electoral integrity, etc.)? Do you see variation in the effects that similar institutional structures produce? What does one country do that you think could be profitably applied to the other? Discuss the similarities and differences you observe between the countries you have selected. What does this help to tell us about politics both in these individual countries, but also in a more generalizable context?

You and your partner will prepare an 8-10 minute presentation that overviews the institutions of each country, and then discusses them comparatively. Note that all members of the group MUST participate in the presentation – you may NOT delegate all of the presentation to a single person. You may find it helpful to use slides – they are not required, but they are recommended. I will provide a clicker/laser pointer for presenters to use if they so choose.

Your research paper is due on the last day of class, by the beginning of class (April 28th). Please upload it to eLC. You must include a list of references with your paper, and clearly document where you found information using in-text citations. Any paper submitted without references will automatically lose 10 points. Any paper submitted without in-text citations will also automatically lose 10 points.

### Helpful hints:

- Think about the two countries you choose carefully: Do you want to choose two countries that seem similar, and examine variation in institutions? Or would you prefer to choose two countries that seem different, and see where the institutions are similar? Do you want to choose countries in the same region, or two different regions? Why? Talk about why you chose your cases in your presentation!
- Use the weekly topics in the syllabus to help you address different institutional elements that you might want to discuss (some, of course, may be less relevant depending on your country!). Use old homework assignments and readings to help you think about the types of institutions and their effects, and use old readings to guide you in how you define and think about different topics.
- The best papers will likely require you to do collect some data about various elements of the institutional environment – often, the best way to present such information is in a table or figure. Any figures or tables should include a reference to the source of your information, and acknowledgement of the sources consulted even if you build your own graphic! Be sure to discuss the table/figure in the text, as well, to help explain why you thought it was important to include in your discussion of the country’s institutions.
- Be careful not to rely on any one resource excessively. There is no “required” number of citations, but generally more citations lead to more thoughtful analyses and avoid becoming overly biased to a particular perspective. **DO NOT GOOGLE AND USE ANY OLD WEBSITE YOU FIND.**<sup>1</sup> That is not what “doing your own research” means! We have spent a whole semester discussing the nuance of institutional arrangements – most of the random websites you will find are written by people who do not share the specialized expertise that this course is designed to share with you. Use academic sources, especially articles from the required and suggested readings from this document, as well as other academic articles and books you find! News articles are also fine for establishing the facts of something like a government that formed, but they will be unlikely to provide many of the details that you are expected to get into.

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<sup>1</sup> If I turn to your citations page and see <http://www.politicalscienceanswers.com/which-is-better-parliamentary-or-presidential-democracy> or something to this effect I will not be amused.

**Week 15: April 18-22**  
**Final Presentations**

*Tuesday:* **IN-CLASS PRESENTATIONS**

You do not need to turn anything in – your presentation grade is determined by the research you demonstrate to the class.

Non-presenters will write reviews of their classmates' presentations; these will count towards your participation grade.

*Thursday:* **IN-CLASS PRESENTATIONS**

You do not need to turn anything in– your presentation grade is determined by the research you demonstrate to the class.

Non-presenters will write reviews of their classmates' presentations; these will count towards your participation grade.

**Week 16: April 25-29**  
**Final Presentations and Class discussion**

*Tuesday:* **IN-CLASS PRESENTATIONS**

You do not need to turn anything in– your presentation grade is determined by the research you demonstrate to the class.

Non-presenters will write reviews of their classmates' presentations; these will count towards your participation grade.

*Thursday:* Final discussion to wrap up

**FINAL PAPER DUE AT THE BEGINNING OF CLASS TO eLC DROPBOX (APRIL 28)**

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## ADDITIONAL INFORMATION

### University Honor Code and Academic Honesty Policy

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

### Student Resources

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly. Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. UGA's Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.

- **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email [sco@uga.edu](mailto:sco@uga.edu)
- **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours)  
*After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- **Relationship and Sexual Violence Prevention** – 706-542-SAFE (The advocates at RSVP can provide student confidentiality).