

**INTL 4305 COMPARATIVE PUBLIC OPINION AND PARTICIPATION**

MWF 8:40 – 9:35 am in LeConte Hall 101

Minjin Choi  
[minjinchoi@uga.edu](mailto:minjinchoi@uga.edu)**Office Hours:** Open lab days on every Friday (8:40 am – 10:50 am) and by appointment.**Course Description and Objectives**

This course explores the complex relationship between how citizens perceive the political world and how they act within it. In an era marked by rapid technological change, shifting social cleavages, and a global decline in democratic satisfaction, understanding the "voice of the people" has never been more critical. This course moves beyond a single-country focus to examine how political attitudes and behaviors are shaped by diverse institutional, social, and technological contexts across the globe.

We begin by interrogating the theoretical foundations of public opinion and participation, asking how "the public" is defined and measured across different regimes. We will analyze the drivers of political engagement—from traditional voting and party affiliation to the rise of "connective action" and digital activism. A central focus of the course will be the structural and psychological forces that shape opinion, including the role of news media, political socialization, and the increasing influence of AI-driven algorithms.

The course also tackles the pressing challenges facing modern polities: Why is polarization intensifying in high-income nations? How does political participation function within authoritarian regimes? And how do social cleavages—such as gender, class, and ethnicity—manifest differently across borders? By the end of the semester, students will not only master the empirical tools used to measure public opinion but will also be able to critically evaluate the health of contemporary democracy through the lens of citizen engagement.

***The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.***

**Course Structure, Requirements, and Evaluation**

## 1. Course Format

Everyone learns differently, and I sincerely appreciate each student who is at a different point in their learning journey. Therefore, this course is largely driven by student

engagement. There will be fewer traditional lectures, and we will focus more on applying the material through case studies, discussions, and various activities. To ensure the success of this course and to maximize your learning, **active participation and engagement are essential. You are expected to come to class prepared, having completed the readings for each week.**

This course consists of 17 modules. Each module, except for Module 1, starts on Friday, and we will discuss the topic during the following Monday and Wednesday classes. For Modules 1 and 2, there will be no open lab day due to the MLK Day holiday. The specific plan for the topic modules is as follows:

- **Fridays:** These will be open lab days. You are expected to complete the required readings, other materials, and online discussions on eLC. There will be no in-class activities on Fridays, but you can work on the week's requirements individually or in small groups.
- **Mondays and Wednesdays:** We will have brief lectures to recap the key points of the module's topic. Most of the class time will be dedicated to discussing the module's discussion questions and participating in in-class activities.

## 2. Grading Structure

<b>A</b>	93-100	<b>C+</b>	77-79.99
<b>A-</b>	90-92.99	<b>C</b>	73-76.99
<b>B+</b>	87-89.99	<b>C-</b>	70-72.99
<b>B</b>	83-86.99	<b>D</b>	60-69.99
<b>B-</b>	80-82.99	<b>F</b>	0-59.99

## 3. Course Evaluation

Assignment		% of Final Grade	Deadline
eLC Discussions		15%	Every Monday 7:00 am (ET)
Attendance & Participation		15%	
Syllabus Quiz		5%	January 26 <sup>th</sup> (Mon) 6:00 pm (ET)
Country Report	<i>Group Presentation</i>	10%	Paper due by <b>April 6<sup>th</sup> (Mon)</b> or <b>April 13<sup>th</sup> (Mon)</b> 7 am (ET) Depending on the Group's Presentation Schedule.
	<i>Report Paper</i>	10%	
	<i>Peer Reflection</i>	5%	
Lived Experience Reflection		20%	April 24 <sup>th</sup> (Fri) 6:00 pm (ET)
Final Wrap-Up Quiz		20%	April 29 <sup>th</sup> (Wed) on eLC

- **eLC Discussions:**

Students are expected to participate in weekly eLC discussions, which are designed to help students review course materials and prepare for in-class discussion. Each weekly discussion consists of two components.

**1. Part 1: Response to the Discussion Question**

Students must respond to the assigned discussion question related to the **previous module**. Responses should demonstrate engagement with the readings and multimedia materials and be **at least 100 words**.

**2. Part 2: Weekly Reflection**

After completing the assigned readings and multimedia materials, students will write a brief reflection of **approximately 100 words** addressing the following prompts:

- What is one new concept, idea, or insight you learned this week?
- What concept or issue are you still unsure about, or would like to explore further?
- Propose one discussion question that could be addressed during class.

Weekly eLC posts are due **every Monday by 7:00 AM (ET)**. Timely and thoughtful participation is essential for fostering meaningful and productive in-class discussions.

- **Attendance & Participation:**

Attendance and participation are critical to the quality of this course, accounting for 15% of your final grade (**7% for attendance and 8% for participation**). I will check attendance at the beginning of each class. You are allowed **two “freebie” absences** with no questions asked. For each additional absence, regardless of the reason, you will lose points. If you have extenuating circumstances, you must contact me **in advance**; ex-post notifications will not be accepted.

The participation grade (8%) is based on your active engagement in discussions and activities, as well as maintaining a professional and respectful attitude. Students are expected to engage actively with the course material and their peers. Please note that the use of electronic devices for purposes other than note-taking or class activities—including cell phone use or wearing headphones/earbuds—may result in point deductions without warning.

- **Syllabus Quiz:**

This quiz aims to check whether you understand the key points to remember about course design. Additionally, there are some short-answer questions about yourself (e.g., your preferred name, pronouns, personal goals for the course, etc.). There are no right or wrong answers, and you will receive points for these questions once you have answered them. The goal of these questions is to provide me with more information about you so that I can adapt the class to enhance your achievements.

- **Country Report:**

The Country Report is a **team-based project** designed to help students apply key concepts from the course to a real-world comparative context. Each student will sign up for **one country** and analyze patterns of **public opinion and political participation** from a comparative perspective.

**1. Group Presentation**

Each team will deliver an in-class presentation during Modules 13 or 14. The presentation should clearly introduce the country and cover the following components:

- Major social and political cleavages
- Key public opinion issues and debates
- Recent election results and voting patterns
- The electoral system and party structure
- Other salient political issues related to citizen participation, mobilization, trust, or protest

Presentations should be well-organized, accessible to classmates, and analytically grounded. Each presentation must conclude with **three discussion questions**, and the presenting team is responsible for **facilitating class discussion**.

## 2. Report Paper

Each team will submit a written report that synthesizes the research presented in class. The report should provide a coherent and comprehensive analysis of the country's public opinion and participation dynamics, drawing on course concepts where appropriate. Teams are encouraged to include tables, figures, or other relevant visual materials to support their analysis.

The report is due on the **Monday of the team's presentation week**: April 6 or April 13, depending on the group's assigned presentation schedule.

## 3. Peer Reflection

Peer reflection is an **individual assignment**. All students are required to attend the group presentations and submit a **short written reflection (approximately half a page)** on eLC in response to **another team's presentation**. The reflection should focus on the student's **own learning and engagement**. In particular, students should reflect on:

- Key ideas, findings, or perspectives they found interesting or surprising
- What they **newly learned** about public opinion and political participation in the country presented
- How the presentation and subsequent discussion helped them better understand course concepts
- Any questions or connections the presentation raised for them

Peer reflections are due by **Friday, 6:00 pm (ET)** of the presentation week.

## - Lived Experience Reflection:

The Lived Experience Reflection is an **individual written assignment** that asks students to apply the concepts and theories learned throughout the semester to a **personal or observed political experience**. The goal of this assignment is to deepen understanding of public opinion and political participation by connecting course materials to real-world experiences.

Students should reflect on a political experience related to **public opinion, political attitudes, or participation**, such as (but not limited to) opinions on political issues, voting, protest, online engagement, or political abstention. The experience may be personal or observed (e.g., involving family members, peers, or others), and students are not required to disclose sensitive or private information.

The paper should address the following components:

- **Describe the experience clearly**, including the relevant context and why it is meaningful.
- **Analyze the experience using at least two theoretical concepts** from the course.
- **Discuss how this experience might differ in another country or political context**, drawing on comparative insights from the course.

The emphasis of this assignment is not on personal opinion itself, but on the **analytical use of course concepts** to interpret lived political experiences. The submission of this assignment is due by **April 24<sup>th</sup> (Fri), 6:00 pm (ET)**.

- **Final Wrap-Up Quiz:**

The final Wrap-up quiz covers readings, lecture materials, in-class discussions, and activities. It comprehensively evaluates your understanding of the entire course. The exam will include a combination of multiple-choice, short-answer, and short-essay questions. The exam will be open-book, and a review session will be provided prior to the exam.

### **Course Statements and Policies**

#### 1. Academic Honesty

Keeping academic honesty is very important for a member of academia. Plagiarism or cheating will never be tolerated. 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](#)," which is the University's policy and procedures for handling cases of suspected dishonesty. You should be academically honest in all of your academic work and not tolerate the academic dishonesty of others.

#### 2. Attendance Policy

You are expected to attend class regularly and on time. Arriving late or leaving early without prior notification to the instructor may result in a reduction of your total course points. As mentioned above, attendance and participation will be monitored by the instructor and reflected in your final grade.

#### 3. Accommodations for Disabilities

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>.

#### 4. Communication and Email Etiquette

I will keep you updated about the course and any changes to the syllabus through the "**Announcements**" board on the class ELC page.

- To register for "Announcement Notifications," click on your name in the upper right-hand corner of the class ELC page > Notifications > Scroll down to "Instant Notifications" > Check the boxes for "Announcements."
- You can choose to have notifications sent to you by email or text message.

I can respond quickly and effectively to your emails if you clearly identify in your emails the important issues you want to discuss.

- Before emailing me, please check the syllabus and the announcements page of the ELC site first to ensure your question has not already been addressed.
- Please use proper email etiquette, including my name in the opening and your name in the closing. For further guidance, see <https://www.wikihow.com/Email-a-Professor>.
- Use your UGA email account and include your course number in the subject line. UGA instructors are not allowed to respond to emails from students who use non-UGA accounts (e.g., Gmail, Yahoo, etc.)
- Sign your name as it appears in the course enrollment—sometimes, the UGA email header does not include your full name.
- During the workweek, I generally respond to emails within 24-48 hours. On weekends, I do not check emails. Please do not expect a response until the beginning of the workweek.

#### 5. Late Submission and Make-Up Procedures for Assignments and Exams

Make sure to (1) be aware of the deadlines for each assignment and (2) work well ahead of the deadlines. **All assignments will automatically lock after the time at which they are due, and no late submission will be accepted.** This is to keep the consistency and fairness of the class. If you have extenuating circumstances that require late submission of assignments or make-up exams, you must request them in advance of the deadline. Your request should be confirmed by me before the deadline. Even if you send an email to request an extension or a makeup exam right before the due date, if I am unable to check the email and respond to you, it is assumed that you did not obtain permission from me regarding the extension and makeup exam. So please contact me earlier!

#### 6. UGA Well-Being Resources

UGA Well-being Resources promotes student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit [sco.uga.edu](http://sco.uga.edu). Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the [Embark@UGA](#) program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: [well-being.uga.edu](https://well-being.uga.edu)
- Student Care and Outreach: [sco.uga.edu](https://sco.uga.edu)
- University Health Center: [healthcenter.uga.edu](https://healthcenter.uga.edu)
- Counseling and Psychiatric Services: [caps.uga.edu](https://caps.uga.edu) or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: [healthpromotion.uga.edu](https://healthpromotion.uga.edu)
- Disability Resource Center and Testing Services: [drc.uga.edu](https://drc.uga.edu)

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>

## 7. The Use of AI for Coursework Policies

At UGA, the default rule for student use of AI on their coursework is that it is not permitted unless it is explicitly authorized by the course instructor before turning it in. In this class, in line with UGA policy, a detailed statement of the use of AI tools must be disclosed when you submit your assignment.

If you're not sure where the line is between collaborating with AI and copying from AI, I recommend that you don't have both your assignment and the AI tool open on the same device. Instead, take notes in your own words while you interact with the AI tool, and then utilize them to remember what you've learned and inform your work. Lastly, AI tools can be very wrong and biased, so it is your job to check the validity and usefulness of any AI result you use.

## Course Schedule

**Module 0**                      **Welcome to the course**                      **Jan 12 (Mon)**

Optional but Highly Recommended Reading:

- Hoover-Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.” [https://calgara.github.io/Pol157\\_Spring2019/howtoread.pdf](https://calgara.github.io/Pol157_Spring2019/howtoread.pdf).

**Module 1**                      **Why Public Opinion and Participation?**                      **Jan 14 (Wed),  
Jan 16 (Fri)**

Required Readings:

- Campati, Antonio Campati and Veronica Riniolo. 2025. “Redefining Participation: The Politics of a New Generation.” Impakter. <https://impakter.com/redefining-participation-the-politics-of-a-new-generation/>
- *Introduction to the Public Policy Process | US Government and Civics | Khan Academy*. 2017. <https://www.youtube.com/watch?v=ipm5Bk10Fio>
- Wike, Richard and Janell Fetterolf. 2022. “Global Public Opinion in an Era of Democratic Anxiety.” <https://pew.org/3FeDPPH>

**Module 2**                      **Democracy and Participation**                      **Jan 16 (Fri),  
Jan 19 (Mon),  
Jan 21 (Wed)**

Required Readings:

- Anderson, Cameron D., and Mathieu Turgeon. 2022. “Introduction.” In *Comparative Public Opinion*, Routledge. – Particularly from the <Public Opinion and Theories of Democracy> to <Historical Reflections About Public Opinion> parts
- Elstub, Stephen. 2018. “Deliberative and Participatory Democracy.” In *The Oxford Handbook of Deliberative Democracy*, eds. Andre Bächtiger, John S. Dryzek, Jane Mansbridge, and Mark D. Warren. Oxford University Press, o. doi:[10.1093/oxfordhb/9780198747369.013.5](https://doi.org/10.1093/oxfordhb/9780198747369.013.5)
- “Participatory Democracy: The Importance of Having a Say When Times Are Hard.” *Institut Montaigne*. <https://www.institutmontaigne.org/en/expressions/participatory-democracy-importance-having-say-when-times-are-hard>

Key Dates:

- Jan 19 (Mon) – MLK Day (**No class**)

**Module 3      What is Political Participation?****Jan 23 (Fri),  
Jan 26 (Mon),  
Jan 28 (Wed)**

## Required Readings:

- Bennett, W. Lance, and Alexandra Segerberg. 2023. “Chapter 19: The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics.”  
<https://www.elgaronline.com/edcollchap/book/9781800377585/book-part-9781800377585-30.xml>
- *How AI Chatbots Can Influence Feelings of Companionships, Voting Intentions.* 2025. [https://www.youtube.com/watch?v=dUaZWfG\\_1qQ](https://www.youtube.com/watch?v=dUaZWfG_1qQ)
- Moor, Joost de, and Soetkin Verhaegen. 2020. “Gateway or Getaway? Testing the Link between Lifestyle Politics and Other Modes of Political Participation.” *European Political Science Review* 12(1): 91–111. doi:[10.1017/S1755773919000377](https://doi.org/10.1017/S1755773919000377)
- van Deth, Jan W. 2014. “A Conceptual Map of Political Participation.” *Acta Politica* 49(3): 349–67. doi:[10.1057/ap.2014.6](https://doi.org/10.1057/ap.2014.6)

## Key Dates:

- Jan 26 (Mon) 7:00 am (ET) – Module 3 eLC Discussion
- Jan 26 (Mon) 6:00 pm (ET) – Syllabus Quiz Deadline

**Module 4      What is Public Opinion and Why It Matters?****Jan 30 (Fri),  
Feb 2 (Mon),  
Feb 4 (Wed)**

## Required Readings:

- Anderson, Cameron D., and Mathieu Turgeon. 2022. “Defining and Measuring Public Opinion.” In *Comparative Public Opinion*, Routledge. – Particularly from the <Defining Public Opinion> part
- *Public Opinion: Crash Course Government and Politics #33.* 2015. <https://www.youtube.com/watch?v=WJLDgb8m3Ko>
- Schakel, Wouter, Brian Burgoon, and Armen Hakhverdian. 2020. “Real but Unequal Representation in Welfare State Reform.” *Politics & Society* 48(1): 131–63. doi:[10.1177/0032329219897984](https://doi.org/10.1177/0032329219897984)
- Wlezien, Christopher, and Stuart N. Soroka. “Public Opinion and Public Policy.” In *Oxford Research Encyclopedia of Politics*, <https://oxfordre.com/politics/display/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-74>

## Key Dates:

- Feb 2 (Mon) 7:00 am (ET) – Module 4 eLC Discussion

**Module 5            How Public Opinion is Formed****Feb 6 (Fri),  
Feb 9 (Mon),  
Feb 11 (Wed)**

## Required Readings:

- Bastien, Frédérick. 2022. “The News Media Organizations and Public Opinion on Political Issues.” In *Comparative Public Opinion*, Routledge.
- Brown-Iannuzzi, Jazmin L, Kristjen B Lundberg, and Stephanie McKee. 2017. “The Politics of Socioeconomic Status: How Socioeconomic Status May Influence Political Attitudes and Engagement.” *Current Opinion in Psychology* 18: 11–14. doi:[10.1016/j.copsyc.2017.06.018](https://doi.org/10.1016/j.copsyc.2017.06.018).
- Gidengil, Elisabeth, Hanna Wass, and Maria Valaste. 2016. “Political Socialization and Voting: The Parent–Child Link in Turnout.” *Political Research Quarterly* 69(2): 373–83. doi:[10.1177/1065912916640900](https://doi.org/10.1177/1065912916640900).
- Inglehart, Ronald, and Pippa Norris. 2017. “Trump and the Populist Authoritarian Parties: The Silent Revolution in Reverse.” *Perspectives on Politics* 15(2): 443–54. doi:[10.1017/S1537592717000111](https://doi.org/10.1017/S1537592717000111)
- Webster, Steven W., and Bethany Albertson. 2022. “Emotion and Politics: Noncognitive Psychological Biases in Public Opinion.” *Annual Review of Political Science* 25(Volume 25, 2022): 401–18. doi:[10.1146/annurev-polisci-051120-105353](https://doi.org/10.1146/annurev-polisci-051120-105353).

## Key Dates:

- Feb 9 (Mon) 7:00 am (ET) – Module 5 eLC Discussion

**Module 6            Measuring Public Opinion****Feb 13 (Fri),  
Feb 16 (Mon),  
Feb 18 (Wed)**

## Required Readings:

- Anderson, Cameron D., and Mathieu Turgeon. 2022. “Defining and Measuring Public Opinion.” In *Comparative Public Opinion*, Routledge. – Particularly from the <Measuring Public Opinion> part
- Berinsky, Adam J. 2017. “Measuring Public Opinion with Surveys.” *Annual Review of Political Science* 20(Volume 20, 2017): 309–29. doi:[10.1146/annurev-polisci-101513-113724](https://doi.org/10.1146/annurev-polisci-101513-113724).
- Chong, Dennis. 1993. “How People Think, Reason, and Feel about Rights and Liberties.” *American Journal of Political Science* 37(3): 867–99. doi:[10.2307/2111577](https://doi.org/10.2307/2111577).
- “Focus Group – Participedia.” <https://participedia.net/method/focus-group>

## Key Dates:

- Feb 16 (Mon) 7:00 am (ET) – Module 6 eLC Discussion

**Module 7      Voting and Electoral Participation****Feb 20 (Fri),  
Feb 23 (Mon),  
Feb 25 (Wed)**

## Required Readings:

- Bustikova, Lenka, and Elizabeth Zechmeister. 2017. "Voting in New(Er) Democracies." In *The SAGE Handbook of Electoral Behaviour: Volume 2*, 1 Oliver's Yard, 55 City Road London EC1Y 1SP: SAGE Publications Ltd, 92–134. doi:[10.4135/9781473957978.n6](https://doi.org/10.4135/9781473957978.n6).
- Dalton, Russell J. 2014. *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*. Los Angeles: CQ Press. – Particularly from the <9. Partisanship and Voting> and <10. Attitudes and Vote Choice> chapters.
- DeSilver, Drew. 2022. "Turnout in U.S. Has Soared in Recent Elections but by Some Measures Still Trails That of Many Other Countries." *Pew Research Center*. <https://www.pewresearch.org/short-reads/2022/11/01/turnout-in-u-s-has-soared-in-recent-elections-but-by-some-measures-still-trails-that-of-many-other-countries/>
- Solijonov, Abdurashid. 2016. "Voter Turnout Trends around the World." *International Institute for Democracy and Electoral Assistance*. – Particularly from the <3. Voter Turnout Across the Globe> to <4. What Factors Affect Voter Turnout?> parts.

## Key Dates:

- Feb 23 (Mon) 7:00 am (ET) – Module 7 eLC Discussion

**Module 8      Protest, Social Movements, and  
NGOs****Feb 27 (Fri),  
Mar 2 (Mon),  
Mar 4 (Wed)**

## Required Readings:

- Bevins, Vincent. 2023. "The Mass Protest Decade: Why Did the Street Movements of the 2010s Fail?" *The Guardian*. <https://www.theguardian.com/world/2023/oct/10/the-mass-protest-decade-why-did-the-street-movements-of-the-2010s-fail>
- Bherer, Laurence, Pascale Dufour, and Françoise Montambeault. 2023. "What Is Informal Participation?" *International Journal of Politics, Culture, and Society* 36(1): 1–16. doi:[10.1007/s10767-022-09440-z](https://doi.org/10.1007/s10767-022-09440-z).
- Buller, Robin. 2025. "How Effective Is Protesting? According to Historians and Political Scientists: Very." *The Guardian*. <https://www.theguardian.com/us-news/2025/dec/25/protests-effective-history-impact>
- Foley, Michael W., and Bob Edwards. 1996. "The Paradox of Civil Society." *Journal of Democracy* 7(3): 38–52.

- Tarrow, Sidney. 2022. *Power in Movement: Social Movements and Contentious Politics*. Cambridge, UNITED KINGDOM: Cambridge University Press. - <Introduction>

## Key Dates:

- Mar 2 (Mon) 7:00 am (ET) – Module 8 eLC Discussion

**Module 9****Spring Break**

**Mar 6 (Fri),  
Mar 9 (Mon),  
Mar 11 (Wed)**

## Key Dates:

- Mar 9 (Mon) – Spring Break (**No class**)
- Mar 11 (Wed) – Spring Break (**No class**)

**Module 10****Participation in Authoritarian Regimes**

**Mar 13 (Fri),  
Mar 16 (Mon),  
Mar 18 (Wed)**

## Required Readings:

- Croke, Kevin, Guy Grossman, Horacio A. Larreguy, and John Marshall. 2016. “Deliberate Disengagement: How Education Can Decrease Political Participation in Electoral Authoritarian Regimes.” *American Political Science Review* 110(3): 579–600. doi:[10.1017/S0003055416000253](https://doi.org/10.1017/S0003055416000253)
- Gandhi, Jennifer, and Ellen Lust-Okar. 2009. “Elections Under Authoritarianism.” *Annual Review of Political Science* 12(1): 403–22. doi:[10.1146/annurev.polisci.11.060106.095434](https://doi.org/10.1146/annurev.polisci.11.060106.095434)
- Guriev, Sergei, and Daniel Treisman. 2019. “Informational Autocrats.” *Journal of Economic Perspectives* 33(4): 100–127. doi:[10.1257/jep.33.4.100](https://doi.org/10.1257/jep.33.4.100).
- Hong, Lynn. “Political Participation in China: What’s Allowed Under Xi? | Council on Foreign Relations.” <https://www.cfr.org/in-brief/political-participation-china-whats-allowed-under-xi>
- Sombatpoonsiri, Janjira. 2017. “The Policing of Anti-Government Protests: Thailand’s 2013–2014 Demonstrations and a Crisis of Police Legitimacy.” *Journal of Asian Security and International Affairs* 4(1): 95–122. doi:[10.1177/2347797016689224](https://doi.org/10.1177/2347797016689224)
- Truex, Rory. 2025. “What We Know About Public Opinion in China, and Why It Matters for Policymakers | China Leadership Monitor.” *China Leadership*. <https://www.prclleader.org/post/what-we-know-about-public-opinion-in-china-and-why-it-matters-for-policymakers>

## Key Dates:

- Mar 13 (Fri) – Spring Break (**No class**)
- Mar 16 (Mon) 7:00 am (ET) – Module 10 eLC Discussion

**Module 11**      **Political Institutions and Participation**

**Mar 20 (Fri),  
Mar 23 (Mon),  
Mar 25 (Wed)**

## Required Readings:

- Akinwotu, Emmanuel. 2017. “How Well Have Racial Quotas Worked around the World?” *The Guardian*.  
<https://www.theguardian.com/inequality/2017/sep/27/how-well-have-racial-quotas-worked-around-the-world>
- “Equal Representation? The Debate Over Gender Quotas (Part 1).” 2021. *Harvard International Review*. <https://hir.harvard.edu/equal-representation-the-debate-over-gender-quotas-part-1/>
- Gunther, Richard, and Larry Diamond. 2003. “Species of Political Parties: A New Typology.” *Party Politics* 9(2): 167–99. doi:[10.1177/13540688030092003](https://doi.org/10.1177/13540688030092003)
- “It’s Time To Liven Up Compulsory Voting.”  
<https://thediplomat.com/2025/04/its-time-to-liven-up-compulsory-voting/>
- “Mandatory Voting Is a Bad and Unconstitutional Idea.” 2022. *Cato Institute*.  
<https://www.cato.org/commentary/mandatory-voting-bad-unconstitutional-idea>
- *Why US Elections Only Give You Two Choices*. 2024.  
<https://www.youtube.com/watch?v=bqWwV3xk9Qk>

## Key Dates:

- Mar 23 (Mon) 7:00 am (ET) – Module 11 eLC Discussion

**Module 12**      **Social Cleavages and Cross-national Differences**

**Mar 27 (Fri),  
Mar 30 (Mon),  
Apr 1 (Wed)**

## Required Readings:

- Borbáth, Endre, Swen Hutter, and Arndt Leininger. 2023. “Cleavage Politics, Polarisation and Participation in Western Europe.” *West European Politics* 46(4): 631–51. doi:[10.1080/01402382.2022.2161786](https://doi.org/10.1080/01402382.2022.2161786)
- Gunderson, Jacob R. 2022. “When Does Income Inequality Cause Polarization?” *British Journal of Political Science* 52(3): 1315–32. doi:[10.1017/S0007123421000053](https://doi.org/10.1017/S0007123421000053)

- Hooghe, Liesbet, and Gary Marks. 2018. “Cleavage Theory Meets Europe’s Crises: Lipset, Rokkan, and the Transnational Cleavage.” *Journal of European Public Policy* 25(1): 109–35. doi:[10.1080/13501763.2017.1310279](https://doi.org/10.1080/13501763.2017.1310279)
- Lupu, Noam, and Leonid Peisakhin. 2017. “The Legacy of Political Violence across Generations.” *American Journal of Political Science* 61(4): 836–51. doi:[10.1111/ajps.12327](https://doi.org/10.1111/ajps.12327)

## Key Dates:

- Mar 30 (Mon) 7:00 am (ET) – Module 12 eLC Discussion

**Module 13      Country Report Week I**

**Apr 3 (Fri),  
Apr 6 (Mon),  
Apr 8 (Wed)**

## Key Dates:

- Apr 6 (Mon) 7:00 am (ET) – Country Report Paper Deadline (Only for the Teams that Give Presentations in Module 13)

**Module 14      Country Report Week II**

**Apr 10 (Fri),  
Apr 13 (Mon),  
Apr 15 (Wed)**

## Key Dates:

- Apr 10 (Fri) 6:00 pm (ET) – Country Report Peer Reflection deadline (Module 13)
- Apr 13 (Mon) 7:00 am (ET) – Country Report Paper Deadline (Only for the Teams that Give Presentations in Module 14)

**Module 15      Polarization, Misinformation, and Democratic Backsliding**

**Apr 17 (Fri),  
Apr 20 (Mon),  
Apr 22 (Wed)**

## Required Readings:

- Fetterolf, Richard Wike and Janell. 2024. “Satisfaction with Democracy Has Declined in Recent Years in High-Income Nations.” *Pew Research Center*. <https://www.pewresearch.org/short-reads/2024/06/18/satisfaction-with-democracy-has-declined-in-recent-years-in-high-income-nations/>
- *How Your Social Media Algorithm Influences Your Political Opinion*. 2023. <https://www.youtube.com/watch?v=K5Z377SuA5U>
- *Is AI Eroding Democracy Ahead of the US Election?* | *BBC News*. 2024. <https://www.youtube.com/watch?v=eyGlnSdp4Ps>

- Lewsey, Story: Fred. 2020. “Faith in Democracy: Millennials Are the Most Disillusioned Generation ‘in Living Memory.’”  
<https://www.cam.ac.uk/stories/youthanddemocracy>
- McCoy, Jennifer, and Murat Somer. 2021. “Overcoming Polarization.” *Journal of Democracy* 32(1): 6–21.

## Key Dates:

- Apr 17 (Fri) 6:00 pm (ET) – Country Report Peer Reflection deadline (Module 14)
- Apr 20 (Mon) 7:00 am (ET) – Module 15 eLC Discussion

**Module 16****Final Wrap Up**

**Apr 24 (Fri),  
Apr 27 (Mon),  
Apr 29 (Wed)**

## Key Dates:

- Apr 24 (Fri) – Final Review Session (Optional)
- Apr 24 (Fri) 6:00 pm – Lived Experience Reflection Submission Deadline
- Apr 24 (Fri) – Last Class Day of INTL 4305
- Apr 29 (Wed) – Final Wrap-Up Quiz