

Department of Political Science
University of Colorado, Boulder

PSCI 2012: Introduction to Comparative Politics

Professor Sokhey

Summer 2020 Online Course, A term

E-mail: sarah.sokhey@colorado.edu
Course website: <https://canvas.colorado.edu>
Zoom meeting info: Meeting ID: 890 3619 9561 & Password: 412556
Link: <https://us02web.zoom.us/j/89036199561?pwd=dFB6c0tPM3pZaUpXMDdoTC93c0cwZz09>

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“To eat and to talk, to be free from hunger and oppression—these elementary values animate a worldwide quest for political democracy and economic rationality.”
-Adam Przeworski, *Democracy and the Market* (1991)



The Largest Competitive Election in World History. India, April and May 2014.
Photo: Hindustan Times via Getty Images ([published in TIME](#) on April 11, 2014)

About the Course: Description & Objectives

This is an introductory Political Science course with no required prerequisites. This course is required for Political Science majors. We cover many big concepts and ideas relevant for understanding politics in countries around the world. Our course is organized around a study of democracy. The course readings are primarily from two books—*Foundations of Comparative Politics* (Clark, Golder, and Golder, 3rd edition) and *Elections in Hard Times* (Flores and Nooruddin 2016). Students are asked to write a country report, prepare a short country presentation, and discuss their country report & presentation online.

Learning During a Global Pandemic: Buffs Together!

This course was always designed to be online, but there is nothing about learning or teaching that is normal right now. I realize that you may not be taking this course under the same circumstances you had envisioned when you signed up for it. For many of us, this is a time of great uncertainty.

Despite the covid-19 pandemic, I hope that we can all work together to make this course interactive, useful, and interesting. If you have any concerns about the course including accessing course materials, meeting course deadlines, etc., please do let me know.

If you need it, you can find information from the University of Colorado related to covid-19 here:

- University updates & resources: <https://www.colorado.edu/coronavirus>
- Buffs Together Campaign: <https://www.colorado.edu/buffstogether/>

The University of Colorado Boulder campus is—at the time of writing—still partially closed and most University employees are being encouraged to work remotely (including myself). Although this has always been planned as an online summer course, normally I would also offer to meet with you in person on campus. Unfortunately, I cannot meet with you in person this summer. Please do use one of the ways below to be in touch with me. I would love to get to know you and your goals as a student. I'm here to help you succeed.

Ways to be in touch with me:

- Regular email (sarah.sokhey@colorado.edu)
- Canvas email messaging system (from within the course website at <https://canvas.colorado.edu>)
- Zoom live chats – see the scheduled times below
- Zoom individual meetings – email me to arrange a time to meet
- Traditional phone call – email me for details if you prefer this option

Professor Bio

I am an Assistant Professor in the Department of Political Science. I have taught at the University of Colorado since 2009 including having taught Introduction to Comparative Politics (many times!), Russian Politics, East European Politics, and Eastern Europe & the EU. I also teach Ph.D. level seminars in Comparative Political Economy and Comparative Political Institutions.

I research and write primarily about Russian and post-communist politics and especially about economic policies and economic reforms. I am very passionate about learning and teaching about politics around the world. I have been regularly traveling to Russia since 2002 (where I have lived

and worked) and have also travelled to many European countries (the UK, France, Belgium, Italy, Germany, Switzerland, Finland, the Netherlands, the Czech Republic, Austria, Latvia, Estonia, Ukraine, and Romania) as well as Kazakhstan, India, Mexico, and Canada.

Communication Policy

For the purposes of this course, I prefer to go by “Professor Sokhey” and I use the pronouns she/her/hers. My preferred method of contact is my University email (sarah.sokhey@colorado.edu) or the messaging system within Canvas. I will always do my best to respond within 24 hours of your message, and will often respond more quickly than that. I will typically respond between 9am and 5pm from Monday through Friday. I will respond on Saturdays and Sundays, but on weekends I will respond more slowly and you will likely need to wait until the evening to receive a response. If you do not receive a response within 24 hours, please send me a reminder in case I missed your message. I am also happy to schedule a Zoom meeting with you, or to arrange a traditional phone call.

Zoom Live Chat & Meeting Info

My plan is to use the same Zoom meeting ID and password for all online live chats and web meetings with you throughout the course. I reserve the right to change the meeting ID and password if necessary. I will, of course, let you know if this changes.

Zoom Link for meetings:

<https://us02web.zoom.us/j/89036199561?pwd=dFB6c0tPM3pZaUpXMDdoTC93c0cwZz09>

Zoom Meeting ID: 890 3619 9561

Zoom Password: 412556

Course Overview

This course is organized into 5 modules which each address a different topic. The online course will include regular online discussions including small group discussions to facilitate your learning and comprehension and to encourage all students to be engaged with the material. Please see the course outline below for a detailed schedule for our class.

Student Responsibilities

It is your responsibility to regularly complete the readings, listen to the recorded lectures, and participate in online discussions. You are also required to write a 3-page country report and upload a recorded presentation which will be discussed online in small groups. **All of your online discussion comments, exams, country report and presentation should be completed by the deadlines indicated on the Canvas website.**

Course Grade

Your course grade will be based on the following:

Exam #1	20%
Exam #2	20%
Exam #3	10%
Country Report (3 pages)	15%
Country Presentation	10%
Country Discussion	5%
Weekly Online Discussion (4 times)	10% (worth 2.5% each time)
Weekly Comments on News (4 times)	5% (worth 1.25% each time)
Weekly Group Check-In (4 times)	5% (worth 1.25% each time)
Extra Credit	See below (max of 5 points added to your final grade)

Grading Scale

I use the following standard scale in assessing grades.

A	94+	C+	77-79	E	59 and below
A-	90-93	C	74-76		
B+	87-89	C-	70-73		
B	84-86	D+	67-69		
B-	80-83	D-	60-66		

Exams (50% total)

There will be two midterm exams (worth 20% each) and a final exam (worth 10%). Exam #1 and Exam #2 will each be 30 multiple choice questions and 2 short answer questions. Exam #3 will be several short answer questions. All of the exams will be timed. You will have 1 hour to take each exam within a set 24-hour period

Country Report (15%)

You will be asked to write a 3-page country report applying concepts from the class to any country in the world except for the United States (don't write about the United States). There is a detailed handout with all of the specific requirements for this report.

Country Presentation (10%)

You should prepare a 5-minute recorded presentation with slides which will be posted on Canvas. You are welcome to use any recording software with which you are comfortable. The University of Colorado makes the Zoom software free for all students. Information about recording your presentation with Zoom is available on our Canvas course website (<https://canvas.colorado.edu>).

Country Discussion (5%)

You will be assigned to a small group of students in the class. You should watch the presentations of your other group members and comment and ask questions about the presentation online. Your comments should, of course, be polite and professional. You are all smart people with interesting things to say and you should approach the discussion of each other's work with this perspective in mind.

Weekly Participation (worth 20% of final grade total) – Due each Friday

The requirements for participation are intended to make the course more interactive and engaging without taking up too much of your time. By each Friday, you should post comments and respond to comments in the class discussion, news comments, and check-ins as described below. I will regularly comment on and participate in all of these ways too. Exam questions will also come from these online discussions so it is to your advantage to participate!

1. Class Discussion (worth 2.5% of final grade for each of 4 discussions = 10% of final grade)

By each Friday of the class, you will be asked to make 1 comment and respond to 1 comment by another student. There will be weekly discussion question prompts that you should respond to for this. Your comment and response should both substantively address the topic at hand and should be at least 75 words long (a short paragraph) although you may write more than that. As always, be courteous and professional in your comments just as you would be for an in-person class.

2. News Comments (worth 1.25% of final grade for each of 4 news' comments = 5% of final grade)

By each Friday of the class, you will be asked to make 1 comment and respond to 1 comment about current events articles that have been posted on our Canvas course website. Your comment and response should both substantively address the topic at hand and should be at least 75 words long (a short paragraph) although you may write more than that. As always, be courteous and professional in your comments just as you would be for an in-person class.

3. Check-In (worth 1.25% of final grade for each of 4 check-ins = 5% of final grade)

By each Friday of the class, you will be asked to make 1 comment and respond to 1 comment in your group check in. You will be assigned to a small group of students in the class for this check-in. Once a week, very quickly check in with your assigned group to answer ONE of the following questions: 1) What was clearest or most interesting about the course this week? 2) What was the most confusing about the course this week? 3) What is something interesting happening in a country you care about (other than the United States)? There is no required length (no word count) for this check-in.

Extra Credit (for a maximum of 5 points added to your final grade)

There are several ways to earn extra credit in the course. Regardless of which option you do (or not) choose to do, you may not earn more than 5 points of extra credit added to your final grade. This means that you can pick & choose different ways to earn a few points of extra credit

1. Record your Name on “Name Coach” on Canvas (1 point added to your final grade).

You can earn 1 point added to your final grade if you record the pronunciation of your name on “Name Coach” on our Canvas course website BEFORE the first Friday of class. Click on the “Name Coach” tab on the left side of Canvas and follow the instructions. This is a very easy way to get an extra point for your grade!

2. Participate in a live chat on Zoom OR schedule an individual meeting (1 point added to your final grade per live chat or meeting).

You may earn extra credit by participating in a weekly live chat with me. I know that these times will not work for everyone. If you would like to schedule an individual Zoom meeting with me instead, you can also earn extra credit that way. You can earn 1 point added to your final grade for each weekly chat or individual Zoom meeting with me. I will record and post these live chats so that you can watch them online afterwards.

I am scheduling the weekly chats on different days & times in an attempt to have at last 1 time that works for most people. I will begin all live chats with a short (5-10 minute) presentation and then open it up to questions. If there are a lot of students, then I may use the breakout feature on Zoom and I will pop in and out of the groups. These are designed to last 30-45 minutes, but will not go over an hour at most. Each live chat has a designated topic, but you will also have the chance to ask anything about the course.

- Tuesday, June 2, 11am (MST) – Topic: Meet & Greet with a Q&A
- Wednesday, June 10, 4pm (MST) - Topic: Exam #1
- Monday, June 15, 1:30pm (MST) – Topic: Country report
- Thursday, June 25, 12pm (MST) – Topic: Exam #2
- Tuesday, June 30, 10am (MST) – Topic: Exam #3

Zoom Meeting ID: 890 3619 9561 & Zoom Password: 412556

Zoom link for live chats & meetings:

<https://us02web.zoom.us/j/89036199561?pwd=dFB6c0tPM3pZaUpXMDdoTC93c0cwZz02>

3. Write a reaction paper (2 points added to your final grade for each paper; max of 2 reaction papers).

You may complete an optional recommended reading and write a two-page reaction paper (double-spaced, 12-point font, Times New Roman, 1” margins, no big header at the top) which: 1) **briefly summarizes** the content of the reading, and 2) gives **your reaction & thoughts** about the reading. Your response paper should tie into what we are covering in the course. You may complete no more than TWO extra credit reaction papers. Each extra credit reaction paper you write is worth 2 points added to your final grade. You may only receive 1 extra credit point if the response paper does not summarize the reading correctly or does not give your reaction to the reading. If you are especially interested in a topic on the syllabus for which there is not a recommended optional reading, please let me know and I may be able to recommend readings for extra credit. The response paper does not have to be turned in on any particular day. You must turn in your extra credit response papers by the last day of class.

Late Policy – Read This! It’s Important!

Because this is an online summer course which takes place over only 5 weeks, it is very important to submit your work on time in keeping with all of the deadlines indicated on our Canvas course website. **Late work will only be accepted for 24 hours after the deadline indicated on our Canvas course website. After 24 hours past the deadline, work will no longer be accepted. There is a 15-point penalty for any late work submitted after the time due as indicated on our Canvas course website. To be fair to all students, the same late penalty will apply regardless of when you submit it after the time due and before the 24 hours is up.**

POLICY ON MISSING EXAMS & MAKE-UP EXAMS: It is your responsibility to pay attention to when the 24 period to take the exam happens and to complete the exam within this window of time. The exam is designed in this way to minimize cheating and to provide a structured pace for the course. Because of that, in general I cannot offer a make-up exam option including for students who may have simply forgotten to take the exam or who have not been regularly logging into the course website and failed to realize when the exam was being offered. Any exceptions to this policy for extenuating circumstances are at the full discretion of the instructor.

Required Books

Foundations of Comparative Politics, William Roberts Clark, Matt Golder, & Sona Nadenichek Golder, ISBN: 978-1-5063-6073-7.

Elections in Hard Times: Building Stronger Democracies in the 21st Century, Thomas Flores and Irfan Nooruddin, Cambridge University Press, 2016.

Getting the books: I take the cost, availability, and accessibility of books very seriously when choosing what to assign. Both of these books are available through the Canvas course website (canvas.colorado.edu) with the “Inclusive Access” option (there is an option to pay for 180 days of access and you can read it directly from the course website). “Inclusive Access” has a “read aloud” option if you would like. From our Canvas course website, click on the “Course Materials” tab on the left side of the website for more information.

When I checked on May 20, 2020, *Foundations of Comparative Politics* is available in print or as electronic books on Amazon (about \$25 to rent, about \$70 for the eBook, and about \$80 for a print copy), and Chegg (about \$26 to rent, \$42-53 for the eBook, and \$96 for a print copy). *Elections in Hard Times* was available on Amazon (\$24 as a Kindle book, \$30 for a print copy).

If you have any trouble buying or accessing these book, please let me know.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy.

Classroom Behavior Online (Netiquette)

All students should be aware that their behavior impacts other people, even online. We should strive to develop a positive and supportive environment and to be courteous to each other. Due to the nature of the online environment, these are some things to remember:

1. Always think before you write. In other words, without the use of non-verbal cues, your message can be misinterpreted. Please think twice before you hit submit.
2. Keep it relevant. Please do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, you should not write “R U” instead of “are you”. There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile 😊 is welcome; anything offensive is not.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
6. Respect the time of others. This class is going to require you to work in groups. Learn to respect the time of others in your group and your experience will be much better. Do your best to post your discussion comments in a timely manner. Post your country presentation in a timely manner, and respond as soon as you are able.

See also: <http://www.albion.com/netiquette/corerules.html>

Accommodations for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Plagiarism & Cheating

In this course, the academic penalty for any instance of plagiarism or cheating—no matter how small—is failing the course. I will also report any plagiarism or cheating to the Honor Council at the University of Colorado. Please do not risk failing the course by plagiarizing. If you are having trouble with the course assignments, please contact me. The penalty for plagiarism is not worth it.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.

Because this is a condensed 5-week summer class, if possible I would like to be notified at the beginning of the course if there are any requests for accommodations for religious observances. Nonetheless, I will do my best to honor your request whenever you make it. See the [campus policy regarding religious observances](#) for full details.

Names & Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at colorado.edu/policies/classbehavior.html and at colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Extensions & Make-ups

I understand that unexpected things happen during a course. In case of emergencies, extensions and make-ups should be discussed with me individually and will be arranged on a case-by-case basis contingent on proper documentation of any incident preventing you from meeting the deadline. Please talk to me as soon as possible in the event that you need to make alternate arrangements. I will make every effort to make accommodations in the event of unavoidable emergencies. **Please note that emergencies do not include having too much work in other classes, or trips or vacations. This is an online, intensive summer course and it is very important to keep up with the required deadlines.**

Course Outline

I recommend doing the required reading before watching the online lectures. Exam questions will be taken from the required, the online lectures, and the online discussion. This online course is organized around 5 modules (which correspond to the 5 weeks of this online course):

- Module 1: Introducing Comparative Politics
- Module 2: Where Democracy Comes From
- Module 3: Democratic Transitions
- Module 4: Different Kinds of Democracies
- Module 5: Promoting Democracy Around the World

Module 1: Introducing Comparative Politics

Lecture 1: What is Comparative Politics? Why Should You Study It?

Required reading

Foundations of Comparative Politics, Chapter 1: Introduction, pp. 1-12

Extra credit reading for a reaction paper: Adam Przeworski. 2016. "Democracy: A Never-Ending Quest," *Annual Review of Political Science*, 19:1-12

Lecture 2: How Do We Study Comparative Politics Scientifically?

Required reading

Foundations of Comparative Politics, Chapter 2 (What is Science?), pp. 13-31

Lecture 3: Democracy May Be Good, But It's In Decline

Required Reading

- *Foundations of Comparative Politics*, Defining Democracy, Chapter 5, pp.71-74
- *Foundations of Comparative Politics*, read Box 8.2, "The Tale of Two Leopolds," pages 191-192
- *Elections in Hard Times* (Flores and Nooruddin 2016), Preface, pages xv-xvii, and Chapter 1 (Introduction), pp.1-23

Extra credit reading for a reaction paper: Samuel Huntington. 1991. *The Third Wave of Democratization: Democratization in the Late Twentieth Century*, Harvard University Press; Francis Fukuyama.1989. "The End of History?" *The National Interest* (Summer): 3-18.

Lecture 4: Elections in Hard Times

Required Reading

Elections in Hard Times, Chapter 3 (The Third Wave(s) and the Electoral Boom), pages 57-65, and pages 75-77 (the chapter's concluding discussion)

Assignments for Module 1:

1. Class Discussion - Post 1 comment and 1 response
2. News Comments – Post 1 comment and 1 response.
3. Check-In – Post 1 comment and 1 response.

Module 2: Where Democracy Comes From

Lecture 5: Economic Origins of Democracy

Required reading

Foundations of Comparative Politics, Chapter 5, pp. 75-95

Lecture 6: Cultural Origins of Democracy

Required reading

Foundations of Comparative Politics, Chapter 6, pp. 97-122

Extra credit reading for a reaction paper: Ronald Inglehart and Pippa Norris, “The True Clash of Civilizations,” *Foreign Policy*, No. 135 (Mar.-Apr., 2003), pp. 62-70

Lecture 7: Electoral Origins of Democracy

Required reading

Elections in Hard Times (Flores & Nooruddin 2016), Chapter 2 (Why Have Elections Failed to Deliver?), pages 26-39

Required reading

Elections in Hard Times (Flores & Nooruddin 2016), Chapter 2 (Why Have Elections Failed to Deliver?), pages 39-56 (Start with the section, “A Theoretical Synthesis”)

Read & comment on current affairs article(s) posted on the course website on Canvas

Assignments for Module 2:

1. Class Discussion - Post 1 comment and 1 response
2. News Comments – Post 1 comment and 1 response.
3. Check-In – Post 1 comment and 1 response.

Exam #1 – Due at the End of Module 2

Module 3: Democratic Transitions

Lecture 8: Democratic Transitions

Required reading

- 1) Bottom-Up Transitions to Democracy: *Foundations of Comparative Politics*, Chapter 7, pp. 123-143
- 2) Top-Down Transitions to Democracy: *Foundations of Comparative Politics*, Chapter 7, pp. 143-154

Extra Credit Documentaries for a reaction paper: CNN Cold War Documentary, “The Wall Came Down” Episode and “Conclusions” Episode (see the “Extra Credit” Module on our Canvas course website for a link these episodes on YouTube)

Lecture 9: The Third Wave of Democracy

Required reading

Elections in Hard Times (Flores & Nooruddin 2016), Chapter 3 (The Third Wave(s) and the Electoral Boom), pages 65-75

Lecture 10: Contingent Legitimacy

Elections in Hard Times (Flores & Nooruddin 2016), Chapter 4 (The Ephemeral Power of Contingent Legitimacy), pages 81-95

Assignments for Module 3:

1. Class Discussion - Post 1 comment and 1 response
2. News Comments – Post 1 comment and 1 response.
3. Check-In – Post 1 comment and 1 response.

Module 4: Different Kinds of Democracies

Lecture 11: Parliamentary Systems

Required reading

- 1) Classifying Democracies: *Foundations of Comparative Politics*, Chapter 10, pp. 217-220
- 2) Parliamentary Democracies: *Foundations of Comparative Politics*, Chapter 10, pp. 221-240

Lecture 12: Presidential Systems

Presidential & Semi-Presidential Democracies: *Foundations of Comparative Politics*, Chapter 10, pp.240-251

Extra Credit Reading for a reaction paper: Brazil & Afghanistan News Articles on Choosing Political Institutions (see the “Extra Credit Readings” Module on our Canvas course website)

Lecture 13: Electoral Systems, Part 1 (Overview & Majoritarian Systems)

Required reading

Foundations of Comparative Politics

- “Majoritarian Electoral Systems,” pages 261-272 in Chapter 11
- Duverger’s Theory, read pages 315-318 (“Summarizing Duverger’s Theory) in Chapter 12
- Median Voter Theorem, read page 206 (Box 9.1: “The Median Voter Theorem and Party Competition”) in Chapter 9

Lecture 14: Electoral Systems, Part 2 (Proportional Representation)

Required reading

Foundations of Comparative Politics

- “Proportional Electoral Systems,” pages 272-279 in Chapter 11

Assignments for Module 4:

1. Class Discussion - Post 1 comment and 1 response
2. News Comments – Post 1 comment and 1 response.
3. Check-In – Post 1 comment and 1 response.

Exam #2 – Due at the End of Module 4

Module 5: Promoting Democracy Around the World

Lecture 15: Democracy Promotion Around the World

Required reading

Elections in Hard Times (Flores & Nooruddin 2016), Chapter 8 (Democracy Promotion for the Twenty-First Century), pages 173-193

Extra Credit Video for a reaction paper: Interview with Professor Susan Hyde about her research on international election observers (see the “Extra Credit” Module on our Canvas course website for a link to this interview)

Lecture 16: Elections in Hard Times

Required reading

Elections in Hard Times (Flores & Nooruddin 2016), Chapter 7 (Violent Votes: Conflict and Elections), read pages 155-169 (Start with the section “What Types of Conflict Harm Democracy the Most?” and read to the end of the chapter)

Extra Credit Reading for a reaction paper: Lisa Hultman, Jacob Kathman, and Megan Shannon, “Beyond Keeping Peace: United Nations Effectiveness in the Midst of Fighting,” *American Political Science Review*, November 2014.

Lecture 17: Closing Thoughts

Required reading

Elections in Hard Times (Flores & Nooruddin 2016), Chapter 9 (Conclusions), pages 194-205

Assignments for Module 5:

1. Country Report – Upload your 3-page country report.
2. Country Presentation – Post a 5-minute video about your country report.
3. Country Discussion - You have been assigned to a small group of students in the class. Each of you should watch each other’s videos and comment on your presentations.

Exam #3 – Due at the end of Module 5