

# POLS 222: Who Wins and Why? Electoral Systems in Comparative Perspective

## Occidental College

Fall Semester, 2023  
Mondays and Wednesdays  
4:05-5:30 PM  
Room: Johnson 315

**Instructor:** Dr. Isaac Hale (he/him)  
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**Office Hours:** Monday/Wednesday/Friday, 10:00 – 11:00 AM  
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## Course Description

### Introduction

Elections are one of the most important and most misunderstood political institutions. At a fundamental level, they determine who in a society wields power – what could be more important? And yet, you will often see articles (especially in the United States) saying that such-and-such country uses “a complex form of proportional representation.” The author seldom goes on to explain what that system actually is, ignoring its importance to understanding that country’s politics. Often, they seem to not even know what “proportional representation” is. These articles often presuppose that the US has a “simple” system, that is easy to understand. And yet, the US had elections in 2000 *and* 2016 where the candidate with the most votes didn’t become president. That sounds complex to me! Furthermore, as recently as 2012, the party that won a majority of seats in the US House was not the party that got the most votes. If that’s news to you, it’s probably because it was barely reported! Do you know how such a reversal could happen?

This is all to say that the main objective for this class is to *enable you to understand how elections work in countries around the world*. Whether you continue to pursue political science academically or not, having a working knowledge of elections is an invaluable tool for understanding what goes on in the world and why it happens the way it does. After this class, when you see a story in the news about elections and democracy in other countries, you should have the tools to question the assumptions made. My hope is that in taking this class, you will feel that you have a fuller view of not just politics at home but politics everywhere.

One thing you should know coming into this class is that *there will be math!* The math will not be above the high school level – the most advanced thing you will have to do is put a fraction in an exponent. You may also need to compute logarithms. You will also *never* have to do this math by hand – I fully expect you to use a calculator (as I usually do!) to perform mathematical tasks. I do not include math in the course simply because I love numbers (I do!) – the equations and mathematical relationships you will encounter in this course are integral to a complete understanding of electoral systems.

This course is meant to be fun! While the material in this class will often get into the weeds of electoral systems, I will endeavor to make sure our discussions are relevant to current political events – particularly current elections! If there is something happening in the news that is relevant to our class, I will be sure to allocate time to discuss it. I encourage you to apply current events to course material in class discussion as well. Electoral reform, national elections, and sub-national elections are all fair game!

## What Is This Class About?

Democracy, being a system of under which those who govern are those who win elections, requires a set of rules to determine who “wins.” It is not as straightforward as it may seem to determine winners, as there are many variations in how voters cast votes, how votes are counted, and how votes are translated into seats in legislative and executive institutions. One common problem—I hope after the first few weeks of this course it will be clear why it is a problem—with much media commentary on elections at home and abroad is references to who will “win” without any thought of what that really means. Win the most votes? Win more than half the seats? Get to be president but face a legislature in complete opposition? Get a chance to form a coalition with one, two, or maybe five other parties? The rules by which elections are held, and governments formed, differ across countries and have systematic impacts on what it means to “win.”

The set of rules that structure this process of voting and representation are what we mean by the electoral system for a given political jurisdiction. When we talk about electoral systems, we usually mean the rules by which the legislature is elected, and that is how we generally will understand it here. However, in countries that have elections for a president, there must also be some set of rules for deciding who wins (hint: no other country uses a system like the one in the US). Thus, most of our focus will be on legislatures, but we will also consider the range of methods for electing presidents, as well as how the executive branch is formed in democratic countries that don’t have presidential elections.

Elections are contests for government posts, e.g., seats in a legislative chamber. In democracies, they are contests between politicians who almost always are organized into political parties. If there is more than one party—as there must be for the system to be a democracy (think: why?)—then there is a party system. This is a concept that captures the idea of not only how many parties there are (the “two-party system” vs. a “multiparty system”), but also how they interact with one another. Sometimes parties are harshly critical of others (that’s normal!), while other times parties might cooperate and compromise with one another (that’s also normal!). Why, and how does the electoral system of a country shape the way the party system operates? What difference does it make for how people are represented, and for how the government functions? These are key themes of this course.

## Course Objectives

The student learning outcomes for this course are as follows:

- Learn about the mechanics of popular electoral systems around the world
- Interrogate the normatively desirable components of an electoral system
- Complicate the dichotomy between “proportional” and “majoritarian” electoral systems
- Assess the impact of electoral systems on party systems, election outcomes, policymaking, democratic legitimacy, and governance
- Consider how electoral systems condition how voters get represented and the incentives of politicians to respond to the electorate
- Uncover the determinants of success and failure of prior electoral reform efforts in the US and internationally
- Critically engage with current electoral reform efforts in the US and make informed judgments about the wisdom and likely effects of such reforms
- Disentangle the political effects of democratic system type from those of electoral system choice
- Produce a final paper that applies the knowledge gained in the course to a single election

## Required Texts

There is a required text for this course. Electronic and paper editions are available for rent and purchase via the bookstore.

- *Votes From Seats*. Matthew S. Shugart and Rein Taagepera. Cambridge: Cambridge University Press

You may access all other readings through Moodle portal for this class or via hyperlinks in the syllabus.

## Core Program Requirements

POLS 222 fulfills a Global Connections (CPGC) core program requirement.

## Class Expectations

### *Credit Hour Policy*

POLS 222 is a 4-unit course. On average, you should expect to spend at least twelve (12) hours a week (including in-class time) on this course.

### *Online Access*

All readings and documents for this course (except the textbook) can be accessed through the Moodle website or via hyperlinks in the syllabus schedule. Messages will be sent by me via Moodle, so make sure you have email notifications for Moodle messages activated.

### *Email*

I welcome questions and comments by email. When you email us, you should compose your email as you would any piece of professional correspondence. We will respond to your emails as quickly as possible, but please do not expect a quick response to email sent on weekends or after 5pm on any day.

### *Lecture Slides*

Slides will be used in class on most days. Slides will be posted to Moodle following the class session.

### *Laptops and Other Electronics*

Generally speaking, laptops are not allowed in class. [Numerous studies confirm that](#) students who take notes by hand retain more information over time and that laptop bans improve student engagement in smaller classes. It is also far less distracting to others when there is not constant typing and visual distraction going on during a lecture/discussion. As such, laptops, phones and other electronic devices are not allowed in class.

If you have a documented learning disability that is helped by typing your notes, contact me and I will be happy to consider an exception. Furthermore, if you have a very compelling reason why you strongly prefer to take notes during lecture with a laptop, you may write me an email letting me know, and we can discuss the matter individually. Any laptops approved for use in-class must not be used for web surfing during class.

You may bring an e-reader, tablet, or another “lie-flat” device to access readings in class. You may not use it for tasks such as surfing the web or email. You are encouraged to bring printouts of the readings to class.

### *Desk Name Tag (yes, this is required)*

To facilitate discussion, I ask that you place a name tag on the desk in front of you in class each day.

Although attendance will not be taken, showing up to class with your desk name tag will greatly affect your participation grade. One way to make this name tag is to take an 8½ x 11-inch piece of construction paper or lightweight cardboard, fold it in half lengthwise (so it's now 4¼ x 11 inches), and write your name on one side so that your name is upright when you put the folded piece of paper like a tent on the desk in front of you. Please write your full name (**FIRST AND LAST**—using whatever name you prefer to be called as your first name) in **LARGE, VERY DARK, BOLD** letters. I will bring nametag supplies on the first day of class.

## Grading

Grading for this course will be calculated as follows:

Election Worksheets (x6)	60%
Essay Proposal	5%
Election Analysis Essay	25%
<u>Participation</u>	<u>10%</u>
<b>Total:</b>	<b>100%</b>

The final letter grade will be assigned according to the standard table:

93-100: A	87-89: B+	77-79: C+	67-69: D+
90-92: A-	83-86: B	73-76: C	60-66: D
	80-82: B-	70-72: C-	00-59: F

If you are 0.5 points or less from the next letter grade at the end of the course, the grade submitted to the registrar will be rounded up to the next letter grade. You will not be able to see this rounding on Moodle.

All graded items listed above are detailed in the sections that follow.

## Election Worksheets

Throughout the course I will ask you to apply class material and the mathematical electoral system analysis techniques you have learned to real-world elections. You will do so over six (6) worksheets, each of which will be posted to Moodle. You should fill out the worksheet and submit it in paper on the listed due date. You may attach additional sheets of paper with your work – you do not need to respond on the worksheet itself. If you wish to complete the worksheet electronically, please print out your answers and bring them to class.

You are expected to complete these worksheets *individually*, though I encourage you to seek help from your classmates if you are struggling with the mathematical portions of these worksheets. Each worksheet will be worth 10% of your final grade. In order to receive full credit, you must *show your work*.

## Election Analysis Essay

You are required to submit an analytical essay on an election of your choice for this class, due at midnight on the scheduled final exam day (TBA). You will take a specific election in some country, and discuss the outcome, including how the electoral system shaped the outcome. The paper must be about the *electoral system* and/or the *party system* of the country, using a specific election or its subsequent events. You also

**must** include some quantitative analysis (e.g., calculating the effective number of parties) that are relevant to understanding how the election played out given the country’s electoral system and party system.

Make sure to use 12-point font, one-inch margins, **double-spacing**, page numbers, and proper citation format (see section below). The paper should be **six-seven pages long** (and should certainly not exceed eight). If you include tables or figures, they will not count against the page limit. This page limit does not include a bibliography, which should be at the end of your paper.

Essays will be graded on content (evidence provided), analysis (claims drawn about the evidence provided), structure (clarity of thesis and logical “flow” of the essay), and mechanics (grammar, punctuation use, sentence and paragraph composition, etc.). The following elements are part of an A paper:

1. **A clear thesis** presented in the first paragraph and argued throughout. Include “In this essay I will argue that…” or something similar.
2. **Evidence to support your thesis** in the form of facts, ideas from existing research, and thoughtful, balanced analysis. Quantitative analysis is **required**.
3. **Clear structure**, including an introduction, a conclusion, and reasonably sized body paragraphs. Each body paragraph should start with a topic sentence that introduces that paragraph.
4. **A bibliography** with a complete list of your sources. Some guidelines:
  - Include a **minimum of six (6)** sources total.
  - At least **three (3) academic sources** for each paper. These should be academic articles or university press books (the textbook is fair game).
  - At least **one (1)** of your three academic sources must be from outside the class (meaning that it is not on the syllabus).
    - Google Scholar can be very useful for finding sources
  - Lectures may be cited, but do **not** count towards your required sources.
5. **Appropriate and sparing use of quotes**. Quotes do not speak for themselves. They should always be preceded by context and followed by analysis of that quote.
6. **Clear writing** with few grammatical errors.

I cannot emphasize enough the need for a clear thesis statement and an argument carefully developed with supporting evidence. That is, the point of an analysis is to advance an argument that helps the reader understand what was significant--in your considered judgment--about the election, using the concepts introduced in this course. You are not writing an opinion piece, but a work of analytical political science. Topics may include such questions as: how it was that the electoral system shaped the conduct of the campaign and/or the outcome of the election; how some party or minority group was advantaged or disadvantaged by the electoral system that the country uses; whether a reform of the electoral system in a given political jurisdiction would help resolve some problem (where the problem is something, identified in your paper, to do with the current electoral system).

## Essay Proposal

Early in the class you will need to select a topic for your final paper. By midnight on Monday, October 23<sup>rd</sup>, you will need to go to a Google spreadsheet I have created where you can enter the country and year of the election you intend to study. I would prefer to avoid having students writing about the same

election (exceptions if the topics are otherwise clearly distinct), so this will allow me to ensure there are no duplicate studies.

Please also enter the *type* of election you intend to analyze (assembly or presidential). I **strongly** encourage you to select an assembly election, though a presidential election is also acceptable with sufficient justification. Please input your information into the spreadsheet as soon as you have selected an election for your final paper. If you are strongly committed to analyzing a presidential election, please speak to me ASAP in office hours.

In addition, you are strongly encouraged not to choose a US election, although especially meritorious proposals on a US election will be considered.

To access the sheet, use the following link:

[https://docs.google.com/spreadsheets/d/1kbw1HGWuhqzTrQVvPpxBLvJfD3m\\_yYMNjAYwUZ9vzyw/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1kbw1HGWuhqzTrQVvPpxBLvJfD3m_yYMNjAYwUZ9vzyw/edit?usp=sharing)

In addition, a one paragraph proposal for your Election Analysis paper is due by midnight on Wednesday, October 25<sup>th</sup>. Please submit this proposal on Moodle for the "Election Analysis Paper Proposal" assignment.

## Participation

Your participation grade will be based on the overall effort you put into the class, including the effort you put into your assignments, your attendance in class (and having a desk tag!), and your participation in discussions. Come to class, participate in class discussions, earn a good participation grade, and get more out of the class. It's a win-win. You are also encouraged to bring up news stories, relevant examples, and "dank" electoral systems memes.

## Extra Credit Meme

You may earn extra credit by creating and submitting a meme related to course content. The extra credit is worth up to one point on your final grade (e.g., raising an 89% final grade to a 90%). In order to receive full credit, the meme must be used correctly! I suggest using <https://knowyourmeme.com> to make sure you are using your meme correctly. You can create memes using meme generators such as <https://imgflip.com/memegenerator>. Your meme may be shared in class, so be creative! The meme is due Wednesday, November 29<sup>th</sup> at 11:59 PM

## Citations and Bibliographies

I am not a stickler for a particular citation format. What does matter is that you cite every source you reference and include a bibliography at the end of every assignment you submit that references outside sources. You may use either in-text parenthetical citations (e.g. [APSR style](#)) or footnotes (e.g. [Chicago style](#)), but you **MUST** be consistent and use citations every time you refer to an outside source rather than your own opinion.

## Late Submissions

Do not wait until the night before it is due to begin to work on an assignment. Life is complicated and full of unexpected surprises. Plan for uncertainty by managing your time efficiently. Even if your work is

not complete because something unexpected interfered, submit what you have accomplished prior to the emergency. After-the-fact extensions will be granted only under extreme circumstances, and at my sole discretion.

If you know in advance that you will miss an assignment deadline, you may submit a partially completed assignment early — and then appeal for an extension.

Assignments submitted late will have 10% deducted from their final score for every day they are late. This penalty begins immediately following the day and time the assignment is due and will not be prorated.

## **Grade Appeals**

If you are not satisfied with the grade you receive on an assignment, please take the following steps:

- 1) Review any comments/feedback I have provided.
- 2) If you still have questions, come to my office hours, or contact me by email.
- 3) If you still believe the grade you received is in error, submit a one-paragraph written request for a regrade by email. If the request is approved, your work will receive a completely new evaluation by me. Your score may increase, decrease, or stay the same.

## **Disabilities**

All academic and housing accommodation requests are managed by Disability Services & Student Support (DSSS). It is a student's responsibility to contact DSSS if they need accommodations or additional support. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at [accessibility@oxy.edu](mailto:accessibility@oxy.edu) to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

## **Academic Dishonesty**

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own; students are expected to give proper credit to the ideas and work of others.

Generally speaking, you must cite the person at the end of the sentence in which you use another person's idea. When you use a specific phrase, you must put that phrase in quotation marks and cite the original author at the end of the sentence in which you use the phrase. If you wish to submit a piece of writing that you have used in another class, you must receive my permission before doing so.

Signing the Academic Integrity Commitment at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

## Support Services

A number of services are available here at Occidental College to make sure that you excel in your academically and socially.

There are a number of opportunities for **academic support**. Please visit the following website at <https://www.oxy.edu/academics/student-success> to see the variety of services offered, including writing support, tutoring, research assistance, language tutoring, and academic coaching.

The Emmons Wellness Center provides **medical services and counseling**. Visit their website for information on specific services provided: <https://www.oxy.edu/student-life/resources-support/emmons-wellness-center>

## Accommodations for Reasons of Faith and Conscience

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/student-life/resources-support/orsl/academic-accommodations>

## Sexual Harassment and Assault Resources

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE ([survivoradvocate@oxy.edu](mailto:survivoradvocate@oxy.edu))
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life ([myoung@oxy.edu](mailto:myoung@oxy.edu))
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at:

<https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at [afulcher@oxy.edu](mailto:afulcher@oxy.edu) or call 323-259-1338.



## Weekly Topics & Readings

The list below indicates reading assignments and class topics. All readings (excluding the required text) will be available on Moodle or linked below. You should do each day's readings before that day's class. I'll generally keep us on schedule but note that discussions may bleed over from one class to the next.

Date	Topics	Readings Due
Week 1		
Wed, Aug 30	Course Introduction	<ul style="list-style-type: none"> <li>Read the syllabus</li> </ul>
Week 2		
Mon, Sep 4	<b>LABOR DAY – NO CLASS</b>	
Wed, Sep 6	The Basics	<ul style="list-style-type: none"> <li><i>Votes from Seats</i>, chapter 1</li> <li>MOODLE: Grant Tudor &amp; Beau Tremitiere. 2023. "Towards Proportional Representation for the U.S. House." <b>Read pages 12-14 and 48-52</b></li> </ul>
Week 3		
Mon, Sep 11	Components of Electoral Systems (part 1)	<ul style="list-style-type: none"> <li><i>Votes from Seats</i>, chapter 2</li> <li><i>Votes from Seats</i>, chapter 4</li> </ul>
Wed, Sep 13	Components of Electoral Systems (part 2)	<ul style="list-style-type: none"> <li><i>Votes from Seats</i>, chapter 7</li> <li>Podcast, <i>The Tally Room</i>. Episode: "From seats into votes"  <a href="https://www.tallyroom.com.au/51588">https://www.tallyroom.com.au/51588</a> <ul style="list-style-type: none"> <li>iTunes link: <a href="https://podcasts.apple.com/au/podcast/95-from-seats-into-votes/id1401783009?i=1000615334466">https://podcasts.apple.com/au/podcast/95-from-seats-into-votes/id1401783009?i=1000615334466</a></li> <li>Spotify link: <a href="https://open.spotify.com/episode/4CLKT5YPuBUA1mRnJVON05">https://open.spotify.com/episode/4CLKT5YPuBUA1mRnJVON05</a></li> </ul> </li> </ul>

Week 4		
Mon, Sep 18	Plurality (FPTP)	<ul style="list-style-type: none"> <li>• <i>Votes from Seats</i>, chapter 5. <b>Read Trinidad &amp; Tobago + India sections</b></li> </ul>
Wed, Sep 20	Alternative Vote (AV) & Two-Round (TR)	<p><b>Election worksheet #1 due at start of class</b></p> <ul style="list-style-type: none"> <li>• Kaitlyn Radde &amp; Connie Hanzhang Jin. 2022. <a href="#">“The next round of counting begins in Alaska. Here's how ranked-choice voting works.”</a> NPR</li> <li>• Breeden, Aurelian. 2022. <a href="#">“The French presidential voting system is simple, but also complex.”</a> <i>The New York Times</i>.</li> </ul>
Week 5		
Mon, Sep 25	List Proportional Representation (PR)	<ul style="list-style-type: none"> <li>• <i>Votes from Seats</i>, chapter 5. <b>Read Israel section</b></li> <li>• <i>Votes from Seats</i>, chapter 6</li> </ul>
Wed, Sep 27	Allocation Formulas (part 1)	<ul style="list-style-type: none"> <li>• Difford, Dylan. <a href="#">“What is the difference between D’hondt, Sainte-Laguë and Hare?”</a> 2021. Electoral Reform Society.</li> <li>• MOODLE: Erik S. Herron, Robert J. Pekkanen, and Matthew S. Shugart. 2018. “Terminology and Basic Rules of Electoral Systems.” In <i>The Oxford Handbook of Electoral Systems</i>. Eds. Erik S. Herron, Robert J. Pekkanen, and Matthew S. Shugart. Oxford University Press. <b>Read until section “What to Call a Common Electoral System That Features Plurality Rule”</b></li> </ul>
Week 6		
Mon, Oct 2	Allocation Formulas (part 2)	<ul style="list-style-type: none"> <li>• Michael Latner, Jack Santucci, and Matthew Shugart. 2021. <a href="#">“Multi-seat Districts and Larger Assemblies Produce More Diverse Racial Representation.”</a> <i>New America</i>.</li> </ul>
Wed, Oct 4	Single Transferable Vote (STV)	<p><b>Election worksheet #2 due in class</b></p> <ul style="list-style-type: none"> <li>• “Explainer: How does Ireland's voting system work?” <a href="http://www.thejournal.ie/how-does-prstv-work-2619448-Feb2016/">www.thejournal.ie/how-does-prstv-work-2619448-Feb2016/</a></li> </ul>
Week 7		
Mon, Oct 9	<b>FALL BREAK – NO CLASS</b>	
Wed, Oct 11	Single Non-transferable Vote (SNTV)	<ul style="list-style-type: none"> <li>• MOODLE: Rosenbluth, Frances and Michael F. Thies. 2010. "The Old Japanese Politics, 1955–1993." In <i>Japan Transformed: Political Change and Economic Restructuring</i>. Princeton University Press.</li> </ul>

Week 8		
Mon, Oct 16	To Rank or Not to Rank?	<ul style="list-style-type: none"> <li>MOODLE: John Coakley &amp; Jon Fraenkel. 2017. "The Ethnic Implications of Preferential Voting." <i>Government and Opposition</i>.</li> <li>MOODLE: Johanan D. Mussel &amp; Henry Schlechta. 2023. "Australia: No party convergence where we would most expect it." <i>Party Politics</i>.</li> </ul>
Wed, Oct 18	Mixed Member Majoritarian (MMM)	<p><b>Election worksheet #3 due in class</b></p> <ul style="list-style-type: none"> <li><i>Votes from Seats</i>, chapter 3</li> </ul>
Week 9		
Mon, Oct 23	Mixed Member Proportional (MMP)	<p><b>Select the election for your final paper on the spreadsheet linked in the syllabus by midnight. You should not pick an election already selected by a classmate (unless you and the classmate agree to analyze the election in very distinct ways).</b></p> <ul style="list-style-type: none"> <li>MOODLE : Thames, F.C. and Edwards, M.S. 2006. "Differentiating mixed-member electoral systems: Mixed-member majoritarian and mixed-member proportional systems and government expenditures." <i>Comparative Political Studies</i>, 39(7), pp.905-927.</li> </ul>
Wed, Oct 25	Mixed System Case Studies: Germany, Japan, and Mexico	<p><b>Election analysis paper proposal due on Moodle at midnight</b></p> <ul style="list-style-type: none"> <li>MOODLE: Zittel, Thomas. 2017. "Electoral Systems in Context: Germany." In <i>The Oxford Handbook of Electoral Systems</i>. Eds. Erik S. Herron, Robert J. Pekkanen, and Matthew S. Shugart. Oxford University Press.</li> </ul>

Week 10		
Mon, Oct 30	Reviewing the Electoral System Types	<p><b>Election worksheet #4 due in class</b></p> <ul style="list-style-type: none"> <li>MOODLE: Bowler, Shaun, David M. Farrell, and Robin T. Pettitt. 2005. "Expert Opinion on Electoral Systems: So Which Electoral System Is 'Best'?" <i>Journal of Elections, Public Opinion &amp; Parties</i> 15(1): 3–19.</li> </ul>
Wed, Nov 1	Tilting the Playing Field: Malapportionment & Thresholds	<ul style="list-style-type: none"> <li>MOODLE: Carey, John M. "Malapportionment and ideological bias in Chilean electoral districts." <i>Latin American Politics and Society</i> 58, no. 3 (2016): 123-133</li> <li>Liptak, Adam. 2013. "Smaller States Find Outsize Clout Growing in Senate." <i>The New York Times</i>. <a href="http://www.nytimes.com/interactive/2013/03/11/us/politics/democracy-tested.html">http://www.nytimes.com/interactive/2013/03/11/us/politics/democracy-tested.html</a></li> <li>"The world's most unfair election system – how would your parliament fare?" 2015. <a href="https://www.theguardian.com/world/2015/jun/01/turkey-the-worlds-most-unfair-election-system">https://www.theguardian.com/world/2015/jun/01/turkey-the-worlds-most-unfair-election-system</a></li> </ul>
Week 11		
Mon, Nov 6	Presidential Elections	<p><b>Election worksheet #5 due in class</b></p> <ul style="list-style-type: none"> <li><i>Votes from Seats</i>, chapter 11</li> </ul>
Wed, Nov 8	Electoral Reform	<ul style="list-style-type: none"> <li>Latner, Michael. 2023. "<a href="#">Angelenos Could Lead the Nation in Strengthening Democracy.</a>" <i>The Equation</i> blog, Union of Concerned Scientists.</li> <li>MOODLE: Vowels, Jack. "The politics of electoral reform in New Zealand." <i>International Political Science Review</i> 16, no. 1 (1995): 95-115.</li> </ul>
Week 12		
Mon, Nov 13	Electoral Reform Case Study: Chile	<ul style="list-style-type: none"> <li>MOODLE: Gamboa, R., &amp; Morales, M. (2016). "Chile's 2015 Electoral Reform: Changing the Rules of the Game." <i>Latin American Politics and Society</i>, 58(4), 126–144.</li> <li>Hale, Isaac. 2021. <i>LSE Latin America and Caribbean Centre</i>. "<a href="#">Chile could be a mirror to future political reforms in the world.</a>"</li> </ul>
Wed, Nov 15	Electoral Reform Case Studies: Canada & the UK	<ul style="list-style-type: none"> <li>McElroy, Justin. (2014). "3 strikes and you're out: Decisive referendum sounds death knell for electoral reform in B.C." CBC. <a href="https://tinyurl.com/y2rs7qd9">https://tinyurl.com/y2rs7qd9</a></li> <li>MOODLE: Flinders, M. (2010). "Explaining Majoritarian Modification: The Politics of Electoral Reform in the United Kingdom and British Columbia." <i>International Political Science Review</i>, 31(1), 41–58</li> </ul>

Week 13		
Mon, Nov 20	Party Dynamics: Flexible Lists, Nominations, & Quotas	<p><b>Election worksheet #6 due in class</b></p> <ul style="list-style-type: none"> <li>MOODLE: Dahlerup, Drude. 2005. "Chapter 4: Increasing Women's Political Representation: New Trends in Gender Quotas." In <i>Women in Parliament: Beyond Numbers</i>.</li> <li>Umara Fofana &amp; Maher Sattar. 2023. "<a href="#">Do Gender Quotas in Elections Work?</a>" <i>Foreign Policy</i></li> <li>Shugart, Matthew. 2020. "<a href="#">The strategic voters' nightmare that is US Democrats' 'proportional' system.</a>" <i>Fruits &amp; Votes</i>.</li> </ul>
<b>Wed: Thanksgiving Break – NO CLASS</b>		
Week 14		
Mon, Nov 27	An Electoral Systems History of the US	<ul style="list-style-type: none"> <li>MOODLE: Grant Tudor &amp; Beau Tremiere. 2023. "Towards Proportional Representation for the U.S. House." <b>Read pages 15-31</b></li> <li>Podcast, <i>The Tally Room</i>. Episode: "History of STV in the USA." <a href="https://www.tallyroom.com.au/52613">https://www.tallyroom.com.au/52613</a> <ul style="list-style-type: none"> <li>iTunes link: <a href="https://podcasts.apple.com/au/podcast/99-history-of-stv-in-the-usa/id1401783009?i=1000622559235">https://podcasts.apple.com/au/podcast/99-history-of-stv-in-the-usa/id1401783009?i=1000622559235</a></li> <li>Spotify link: <a href="https://open.spotify.com/episode/5K1xnCuGsaN8pXczchuYQC">https://open.spotify.com/episode/5K1xnCuGsaN8pXczchuYQC</a></li> </ul> </li> </ul>
Wed, Nov 29	The Future of Electoral Reform in the US	<ul style="list-style-type: none"> <li>MOODLE: Jack Santucci, Matthew Shugart, &amp; Michael Latner. "Toward a Different Kind of Party Government: Proportional Representation for Federal Elections." In <i>More Than Red and Blue: Political Parties and American Democracy</i>. American Political Science Association and Protect Democracy</li> <li>Podcast, <i>The Downballot</i>. Episode: "From seats into votes" <ul style="list-style-type: none"> <li>iTunes link: <a href="https://podcasts.apple.com/us/podcast/rerun-what-electoral-system-should-the-u-s-switch-to/id1609094461?i=1000619471581">https://podcasts.apple.com/us/podcast/rerun-what-electoral-system-should-the-u-s-switch-to/id1609094461?i=1000619471581</a></li> <li>Spotify link: <a href="https://open.spotify.com/episode/1CUJq6jj3up2jLOJAEpWd">https://open.spotify.com/episode/1CUJq6jj3up2jLOJAEpWd</a></li> <li>Transcript: <a href="https://www.dailykos.com/stories/2023/4/20/2164928/-What-electoral-system-should-the-U-S-switch-to-with-Matthew-Shugart-transcript">https://www.dailykos.com/stories/2023/4/20/2164928/-What-electoral-system-should-the-U-S-switch-to-with-Matthew-Shugart-transcript</a></li> </ul> </li> <li><i>Optional</i>: extra credit meme due at midnight</li> </ul>
Week 15		
Mon, Dec 4	<b>IN CLASS: Electoral Systems Jeopardy &amp; Snacks!</b>	