

PLS 448/548: Comparative Electoral System
Fall 2021—Tuesday and Thursday: 4:30-5:45pm
Classroom: Online

I. Course Instructor:

Dr. Chunho Park, Assistant Professor of Political Science and International Relations

School of Sciences and Humanities, Nazarbayev University

Office: 8.417

Email: chunho.park@nu.edu.kz (When emailing, please include PLS 448 or 548 in the subject line)

Office Hours (via Zoom): By Appointment

II. Course Objectives:

Elections are core instruments as well as defining feature of representative democracy, as elections are links that connect the preferences of citizens to the composition of government. In order for representative democracy to work, a set of rules to determine who gets elected – how votes are casted, counted and translated into seats - should be well-defined. Electoral system is such a set of rules that regulate elections. This course is designed to introduce you to the key features of various electoral systems and theories and debates on causes and consequences of electoral systems. To this end, a series of theoretical, conceptual, and empirical issues to studying electoral systems will be taught and discussed. The thematic emphasis will be on (but not limited to) the key elements of electoral system, the types of electoral systems over the world, political consequences of electoral system in terms of voting behavior, electoral competition, and party system, origins and consequences of electoral system changes, electoral system design in nascent democracies, and elections in authoritarian regimes.

(This is a 400-level course. I strongly advise you against taking this course if you have yet to successfully complete PLS 140, PLS210, and PLS 211.)

You should leave this course with the following competencies:

- You should know the key elements defining electoral system
- You should be able to understand the basic features and aspects of electoral systems and basic mechanical differences between them.
- You should acquire the knowledge of electoral politics in democracies over the world.
- You should be able to understand the mechanism of how electoral systems drive various political consequences.
- You should be able to discuss political phenomena related electoral politics in an informed and responsible manner.
- I reserve the right to change this syllabus, including course schedule, assigned readings, and due dates, etc. All changes will be announced in class and via Moodle.

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III. Course Materials:

The following textbook is required for this course:

- Farrell, David M. 2011. *Electoral Systems: A Comparative Introduction*, 2nd ed. Palgrave Macmillan.

All other readings—e.g., book chapters, research articles—will be available via the course website on Moodle. Lecture slides will be distributed after class, but you are strongly recommended to take notes of my lectures.

IV. Course Requirements:

FINAL EXAM (15%): There will be one online exam administered at the end of the semester. The exam will assess your knowledge of material contained within the assigned readings, from lecture, and from our course discussions.

RESPONSE PAPER (15%): From the week 4 on, each of you will write at least three 2-page long response papers (but not more than one for a week) for one of the weekly required readings you choose throughout the semester. Your response paper should be sent to me no later than 11:59am on Tuesdays. Specifically, your response paper should contain the following components:

- a. A three-sentence summary of the reading
- b. A short description of the dependent variable, the key independent variable(s), (specifically, the theoretical concepts those variables represent and the measures used for operationalization) and the causal mechanism that connects them
- c. The strengths and weaknesses of the reading
- d. The relevance of the reading to the weekly theme
- e. One or more (1) theoretical question(s) to discuss, or (2) new testable hypothesi(e)s regarding the weekly theme or any of the weekly readings

RESEARCH PAPER (5,000 – 7,500 words; 10 + 10 + 20%): you should develop a promising research agenda and write a paper which you will continue to work on after this semester. This portion will account for 40% of your final grades, and it also consists of the following three components. First, each of you will have an individual meeting with me in the week of Oct. 12th, in order to discuss your plan for the final research paper. One day before the meeting begins (no later than 4:30pm on Oct. 11th), you will have to send me a two-page research proposal to briefly describe the followings: (1) your research question, (2) any answers to the question in the extant literature, (3) your arguments and expected results, and (4) your contributions to the literature . This will account for 10% of your final grades. Second, you are also required to present your paper with presentation slides in the weeks of

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Nov. 16th and Nov. 23rd. Your presentation should not exceed 10 minutes and it will account for 10% of your final grades. Last, you will need to complete your paper and submit it no later than 11:59pm on Nov. 30th. NO LATE SUBMISSIONS WILL BE ACCEPTED. Your paper should include:

- a. Your research question (what is a puzzle you want to solve?)
- b. The literature review on your research topic and locate your research in the literature; in other words, identify a puzzle which remains unexplained and explain how your research can contribute to the current literature.
- c. Your theory and a causal mechanism that ties your key independent variable and dependent variable. Based on your theory, establish testable and falsifiable hypothesi(e)s.
- d. Your empirical strategies to test your hypothesi(e)s.

WEEKLY PRESENTATIONS (10%): from the week 4 on, you will be asked to choose one of the recommended readings and make a presentation about it. Each of you will present one piece throughout the semester. Your presentation should include the main arguments, causal mechanisms, empirical strategies, findings, contributions to the literature, and discussion topics related to the article. Each presentation should not exceed 15 minutes.

QUIZZES (10%): from Week 2 on, you will be asked to complete an online quiz related to the materials covered during lectures in the previous week. The quiz will be posted on Moodle at 1:00pm every Monday and due by 11:59pm on the same day. These quizzes will assess your comprehension of the assigned readings or lecture content. No late submission will be accepted. You will be given a 0 if you fail to submit your answers.

PARTICIPATION AND ATTENDANCE (10%): The final portion of your grade is based on your ability and willingness to contribute to our class. Even though This portion of your grade will be a function of the following three components: (1) Preparation, (2) Attendance, and (3) Participation.

(1) Preparation: I expect you to complete the assigned readings (background / required) and come prepared to answer questions. This will be also essential to your success in this course.

(2) Attendance: you are required to attend every class on both Tuesdays and Thursdays. You will lose 1% of your final grade when you miss each class and missing five or more classes will result in you receiving *a failing grade for the entire course*. Being late in class for more than 15 minutes or leaving before class is dismissed will be marked absent. It is your sole responsibility to ensure that you get notes, information about assignments, or changes to the syllabi from a classmate if you miss a class. See the section below policies regarding Late Work, Make-Ups, Missed Quizzes or Exams.

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- (3) Participation: Please turn on your camera unless told otherwise. Examples of meaningful participation may include: asking questions to clarify course topics, answering questions that I pose in class, actively participating in class discussion, and offering respectful comments.

V. Student Evaluation and Grading:

Your final grade will be determined accordingly:

Final Exam:	15%
Response Papers:	15%
Weekly Presentation:	10%
Online Quizzes:	10%
Research Paper:	10 + 10 + 20%
Participation and Attendance	10%
TOTAL:	100%

Grading Scale:

A	95 – 100	A-	90 – 94.99	
B+	85 – 89.99	B	80 – 84.99	B- 75 – 79.99
C+	70 – 74.99	C	65 – 69.99	C- 60 – 64.99
D+	55 – 59.99	D	50 – 54.99	F Below 50

VI. Course Outline (Tentative):

Delivery of Course: This course will be delivered in a synchronous mode. Students are required to attend class during the scheduled class time. Class sessions will not be recorded and you are strictly prohibited from recording any part of a class session.

The outline below is subject to changes as the semester progresses. In the event that changes are made, students are responsible for any changes I announce in class or via Moodle. The readings with an asterisk (all the background and required readings) are required.

Date	Topic	Assigned Readings and Activities / Due Dates
Aug. 17/19	Defining Features of Elections and Electoral System	*Gallagher, Michael, and Paul Mitchell. eds. 2008. <i>The Politics of Electoral Systems</i> . Oxford University Press. pp.3-15. *Powell Jr., G. Bingham. 2000. <i>Elections as Instruments of Democracy</i> . Yale University Press. pp.3-17.

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Aug. 24/26	Types of Electoral System I	<p><u>Required</u> *Farrell, David M. Electoral Systems, pp.13-92.</p>
Aug. 31 /Sep. 2	Types of Electoral System II	<p><u>Required</u> *Farrell, David M. Electoral Systems, pp.93-152.</p>
Sep. 7/9	Political Consequences of Electoral System I: Party System I	<p><u>Background</u> *Cox, Gary W. 1990. “Centripetal and Centrifugal Incentives in Electoral Systems.” <i>American Journal of Political Science</i> 34(4): 903-35. *Riker, William. 1982. “The Two-Party System and Duverger’s Law: An Essay on the History of Political Science.” <i>American Political Science Review</i> 76(4): 753-66.</p> <p><u>Required</u> *Dow, Jay K. 2011. “Party-system Extremism in Majoritarian and Proportional Electoral Systems.” <i>British Journal of Political Science</i> 41: 341-61. *Moser, Robert G. 1999. “Electoral Systems and the Number of Parties in Postcommunist States.” <i>World Politics</i> 51(3): 359-84. *Singer, Matthew M. 2013. “Was Duverger Correct? Single-Member District Election Outcomes in Fifty-three Countries.” <i>British Journal of Political Science</i> 43(1): 201-20.</p> <p><u>Recommended</u> Crisp, Brian F., and Betul Demirkaya. 2020. “Strategic Entry and Strategic Voting in Majoritarian Systems.” <i>Journal of Politics</i> 82(1): 57-71. Ferrara, Federico, and Erik S. Herron. 2005. “Going It Alone? Strategic Entry under Mixed Electoral Rules.” <i>American Journal of Political Science</i> 49(1): 16-31. Lucardi, Adrian. 2017. “The Effect of District Magnitude on Electoral Outcomes: Evidence from Two Natural Experiments in Argentina.” <i>British Journal of Political Science</i> 49(2): 557-77.</p>
Sep. 14/16	Political Consequences of Electoral System II: Party System II	<p><u>Background</u> *Amorim Neto, Octavio, and Gary W. Cox. 1997. “Electoral Institutions, Cleavage Structures, and the Number of Parties.” <i>American Journal of Political Science</i> 41(1): 149-74. *Ferree, Karen E., G. Bingham Powell, and Ethan Scheiner. 2014. “Context, Electoral Rules, and Party Systems.” <i>Annual Review of Political Science</i> 17: 421-39.</p> <p><u>Required</u> *Brambor, Thomas, William R. Clark, and Matt Golder. 2007. “Are African Party Systems Different?” <i>Electoral Studies</i> 26(2): 315-323. *Clark, William, and Matt Golder. 2006. “Rehabilitating Duverger’s Theory: Testing the Mechanical and Strategic Modifying Effects of Electoral Laws.” <i>Comparative Political Studies</i> 39(6): 679-708. *Milazzo, Caitlin, Robert G. Moser, and Ethan Scheiner. 2018. “Social Diversity Affects the Number of Parties Even Under First-Past-the-Post Rules.” <i>Comparative Political Studies</i> 51(7): 938-74.</p> <p><u>Recommended</u></p>

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		<p>Lublin, David. 2017. “Electoral Systems, Ethnic Heterogeneity and Party System Fragmentation.” <i>British Journal of Political Science</i> 47(2): 373-89.</p> <p>Potter, Joshua D. 2016. “Constituency Diversity, District Magnitude, and Voter Coordination.” <i>British Journal of Political Science</i> 48(1): 91-113</p>
Sep. 21/23	Political Consequences of Electoral System III: Turnout	<p><u>Background</u></p> <p>*Jackman, Robert W. 1987. “Political Institutions and Voter Turnout in the Industrial Democracies.” <i>American Political Science Review</i> 81(2): 405-24.</p> <p><u>Required</u></p> <p>*Eggers, Andrew C. 2015. “Proportionality and Turnout: Evidence from French Municipalities.” <i>Comparative Political Studies</i> 48(2): 135-67.</p> <p>*Gallego, Aina, Guillem Rico, and Eva Anduiza. 2012. “Disproportionality and Voter Turnout in New and Old Democracies.” <i>Electoral Studies</i> 31(1): 159-69.</p> <p>*Indridason, Indri H. 2008. “Competition and Turnout: The Majority Run-off as a Natural Experiment.” <i>Electoral Studies</i> 27(4): 699-710.</p> <p>*Karp, Jeffrey A., and Susan A. Banducci. 2008. “Political Efficacy and Participation in Twenty-Seven Democracies: How Electoral Systems Shape Political Behavior.” <i>British Journal of Political Science</i> 38(2): 311-34.</p> <p><u>Recommended</u></p> <p>Cox, Gary W., Jon H. Fiva, and Daniel M. Smith. 2016. “The Contraction Effect: How Proportional Representation Affects Mobilization and Turnout.” <i>Journal of Politics</i> 78(4): 1249-63.</p> <p>Sanz, Carlos. 2017. “The Effect of Electoral Systems on Voter Turnout: Evidence from a Natural Experiment.” <i>Political Science Research and Methods</i> 5(4): 689-710.</p>
Sep.28/30	Political Consequences of Electoral System IV: Other Consequences	<p><u>Required</u></p> <p>*Becher, Michael, and Irene Menendez Gonzalez. 2019. “Electoral Reform and Trade-offs in Representation.” <i>American Political Science Review</i> 113(3): 694-709.</p> <p>*Bhavnani, Rikhil R. 2009. “Do Electoral Quotas Work After They are Withdrawn? Evidence from a Natural Experiment in India.” <i>American Political Science Review</i> 103(1): 23-35.</p> <p>*Chang, Eric C. C., and Miriam A. Golden. 2007. “Electoral Systems, District Magnitude, and Corruption.” <i>British Journal of Political Science</i> 37(1): 115-37.</p> <p>*Gschwend, Thomas. 2007. “Ticket-splitting and Strategic Voting under Mixed Electoral Rules: Evidence from Germany.” <i>European Journal of Political Research</i> 46(1): 1-23.</p> <p>*Powell, Bingham G., and Georg Vanberg. 2000. “Electoral Law, Disproportionality, and Median Correspondence: Implications for Two Visions of Democracy.” <i>British Journal of Political Science</i> 30(3): 383-411.</p> <p><u>Recommended</u></p> <p>Bargsted, Matias, and Orit Kedar. 2009. “Coalition-Targeted Duvergerian Voting: How Expectations Affect Voter Choice under Proportional Representation.” <i>American Journal of Political Science</i> 53(2): 307-23.</p>

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		<p>Birch, Sarah. 2007. "Electoral Systems and Electoral Misconduct." <i>Comparative Political Studies</i> 40(12): 1533-66.</p> <p>Fjelde, Hanne, and Kristine Höglund. 2016. "Electoral Institutions and Electoral Violence in Sub-Saharan Africa." <i>British Journal of Political Science</i> 46(2): 297-320.</p> <p>Iversen, Torben, and David Soskice. 2006. "Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More Than Others." <i>American Political Science Review</i> 100(2): 165-81.</p>
Oct. 4 ~	Fall Break	
Oct. 12/14	Individual Meetings	*No Assigned Readings
Oct. 19/21	Origins of Electoral System Changes	<p><u>Background</u></p> <p>*Bawn, Kathleen. 1993. "The Logic of Institutional Preferences: German Electoral Law as a Social Choice Outcome." <i>American Journal of Political Science</i> 37(4): 965-89.</p> <p>*Benoit, Kenneth. 2007. "Electoral Laws as Political Consequences." <i>Annual Review of Political Science</i> 10: 363-90.</p> <p><u>Required</u></p> <p>*Boix, Carles. 1999. "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies." <i>American Political Science Review</i> 93(3): 609-24.</p> <p>*Colomer, Josep. 2005. "It's Parties That Choose Electoral Systems (or Duverger's Laws Upside Down)." <i>Political Studies</i> 53(1): 1-21.</p> <p>*Schroder, Valentin, and Philip Manow. 2020. "An Intra-party Account of Electoral System Choice." <i>Political Science Research and Methods</i> 8(2): 251-67.</p> <p><u>Recommended</u></p> <p>Calvo, Ernesto. 2009. "The Competitive Road to Proportional Representation: Partisan Biases and Electoral Regime Change under Increasing Party Competition." <i>World Politics</i> 61(2): 254-95.</p> <p>Cox, Gary W., Jon H. Fiva, and Daniel M. Smith. 2019. "Parties, Legislators, and the Origins of Proportional Representation." <i>Comparative Political Studies</i> 52(1): 102-33.</p> <p>Cusack, Thomas, Torben Iversen, and David Soskice. 2007. "Economic Interests and the Origins of Electoral Systems." <i>American Political Science Review</i> 101(3): 373-91.</p> <p>Emmenegger, Patrick, and Andre Walter. 2021. "Disproportional Threat: Redistricting as an Alternative to Proportional Representation." <i>Journal of Politics</i> 83(3): 917-33.</p>
Oct. 26/28	Electoral System Design in New Democracies	<p><u>Background</u></p> <p>*Horowitz, Donald L. 2003. "Electoral Systems: A Primer for Decision Makers." <i>Journal of Democracy</i> 14(4): 32-46.</p> <p><u>Required</u></p> <p>*Birch, Sarah. 2005. "Single-Member District Electoral Systems and Democratic Transition." <i>Electoral Studies</i> 24(2): 281-301.</p> <p>*Moser, Robert G., and Ethan Scheiner. 2012. <i>Electoral Systems and Political Context</i>. Cambridge University Press. pp.1-41.</p> <p>*Reilly, Benjamin. 2001. <i>Democracy in Divided Societies</i>. Cambridge University Press. pp.1-26</p> <p>*Tavits, Margit, and Taavi Annus. 2006. "Learning to Make Votes Count: The Role of Democratic Experience." <i>Electoral Studies</i> 25(1): 72-90.</p>

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		<p><u>Recommended</u> Moser, Robert G., and Ethan Scheiner. 2009. "Strategic Voting in Established and New Democracies: Ticket-Splitting in Mixed-Member Electoral Systems." <i>Electoral Studies</i> 28(1): 51-61. Shin, Jae Hyeok. 2017. "The Choice of Candidate-centered Electoral Systems in New Democracies." <i>Party Politics</i> 23(2): 160-71.</p>
<p>Nov. 2/4</p>	<p>Elections in Authoritarian Regimes I: Why Elections in Authoritarianism?</p>	<p><u>Background</u> *Gandhi, Jennifer, and Ellen Lust-Okar. 2009. "Elections under Authoritarianism." <i>Annual Review of Political Science</i> 12: 403-422. *Levitsky, Steven, and Lucan Way. 2002. "The Rise of Competitive Authoritarianism." <i>Journal of Democracy</i> 13(2): 51-65.</p> <p><u>Required</u> *Blaydes, Lisa. 2008. "Authoritarian Elections and Elite Management: Theory and Evidence from Egypt." Working Paper. *Lust-Okar, Ellen. 2006. "Elections under Authoritarianism: Preliminary Lessons from Jordan." <i>Democratization</i> 13(3): 456-71. *Magaloni, Beatriz. 2010. "The Game of Electoral Fraud and the Ousting of Authoritarian Rule." <i>American Journal of Political Science</i> 54(3): 751-65. *Miller, Michael K. 2015. "Elections, Information, and Policy Responsiveness in Autocratic Regimes." <i>Comparative Political Studies</i> 48(6): 691-727.</p> <p><u>Recommended</u> Gandhi, Jennifer, and Elvin Ong. 2019. "Committed or Conditional Democrats? Opposition Dynamics in Electoral Autocracies." <i>American Journal of Political Science</i> 63(4): 948-63. Howard, Marc M., and Philip G. Roessler. 2006. "Liberalizing Electoral Outcomes in Competitive Authoritarian Regimes." <i>American Journal of Political Science</i> 50(2): 365-81. Knutsen, Carl Hendrik, Havard Mogleiv Nygard, and Tore Wig. 2017. "Autocratic Elections: Stabilizing Tools or Force for Change?" <i>World Politics</i> 69(1): 98-143. Miller, Michael K. 2015. "Electoral Authoritarianism and Human Development." <i>Comparative Political Studies</i> 48(12): 1526-62.</p>
<p>Nov. 9/11</p>	<p>Elections in Authoritarian Regimes II: Electoral Systems in Authoritarianism</p>	<p><u>Required</u> *Chang, Eric C. C., and Masaaki Higashijima. 2021. "The Choice of Electoral Systems in Electoral Autocracies." <i>Government and Opposition</i> https://doi.org/10.1017/gov.2021.17. *Diaz-Cayeros, Alberto, and Beatriz Magaloni. 2001. "Party Dominance and the Logic of Electoral Design in Mexico's Transition to Democracy." <i>Journal of Theoretical Politics</i> 13(3): 271-93. *Lust-Okar, Ellen, and Amaney A. Jamal. 2002. "Rulers and Rules: Reassessing the Influence of Regime Type on Electoral Law Formation." <i>Comparative Political Studies</i> 35(3): 337-66.</p> <p><u>Recommended</u> McElwain, Kenneth M. 2008. "Manipulating Electoral Rules to Manufacture Single-Party Dominance." <i>American Journal of Political Science</i> 52(1): 32-47.</p>

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Nov. 16/18/23	Final Paper Presentation	*No Assigned Readings
Nov. 25	Final Review	*No Assigned Readings
TBD	Final Exam	

VII. Course Policies and Procedures

Classroom Decorum: Politics can be controversial. And we may discuss controversial issues from time to time. I desire to create a space where meaningful and constructive dialogue is encouraged, and your opinions are shared. However, this requires from all of us *mutual respect, a willingness to listen, and tolerance of opposing viewpoints*. I expect that respect for individual differences and alternative points of view will be maintained at all times in this course. One’s words and use of language should be tempered and within acceptable bounds of civility and decency.

Late Work, Make-Ups, Missed Quizzes or Exams: I expect students to make every effort to turn in assignments, take required exams, or complete other activities on time and as scheduled. There will be no make-up exams for anyone missing the exam date without my *prior* approval with *very limited exceptions*. The exceptions **ONLY** include extremely severe medical emergencies experienced by you, the death of your immediate family member, or participation in a University-sponsored event or activity. **NO OTHER EXCEPTION WILL BE MADE**. This policy is also applied to other graded activities, including quizzes, assignments, and attendance. Any other personal issues, including getting up late, wedding ceremonies, pre-scheduled vacations, or problems with your electronic devices (e.g., desktops, laptops or printers), are not legitimate excuses for your failure to meet such requirements. I also do not accept late assignments. If you know in advance you will miss such a required graded activity, you must notify me at least a week ago. If you are under emergent medical conditions and this causes you to miss a required graded activity, notify me as soon as possible and provide appropriate documentation (e.g., doctor’s note). Determining whether the case qualifies will be left to my discretion and will require proof on the part of the student. If your case does not qualify, you will be given a 0 for the test or assignment.

Communication with the Instructor: If you have any suggestions, comments, and questions conversations about the course, political science, or graduate school, feel free to set up an appointment or email me. Before sending an email to me, I strongly recommend to read over “Email Etiquette” at the following link:

<https://marktomforde.com/academic/undergraduates/Email-Etiquette.html>. Please allow 24 hours for a response when contacting me during the week, and it may take longer (up to 48 hours) on the weekends. I will also use email and our Moodle site to communicate with you about course assignments, activities, and any changes to the course schedule or syllabus.

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Grade Appeals or Challenges: I am not infallible and make grading errors, including arithmetic errors (though it does not happen very often). Let me know as soon as possible if you believe I have made any mistakes. If you have a question or concern regarding your performance on an assignment or an exam, or your standing in the course, I am happy to discuss this with you.

In the event that you would like me to re-examine or re-grade an assignment that has been graded and handed back, I will do so after 24 hours have passed since the work was handed back to the entire class (not to the individual). You should also present a written (or email) statement that concisely express a *substantive and legitimate* reason for the request. “Substantive and legitimate” reasons include a grade miscalculation or a misunderstanding between the instructor and student, specifically in terms of the content of the student’s work. Your appeal will be rejected if it does not satisfy these conditions. You have five business days to appeal the assignment once the work is handed back to the entire class, and no grade challenges will be entertained afterward. Please also note that if you appeal a grade on an assignment and I decide to reexamine the assignment, the grade may go up *or* down. It will be treated as a new grade on the assignment, and all aspects of the assignment are open to reexamination.

Once your final grade is released, IT IS FINAL. If this is your final semester, or you are desperate for a good grade for whatever reason, then you need to earn it. DO NOT EVER TRY TO NEGOTIATE YOUR GRADE WITH ME.

Academic Integrity: Plagiarism and other academic dishonesty/misconduct will not be tolerated. These are insults to me, your peers, and yourself. It is your sole responsibility to know and abide by the Student Code of Conduct for Nazarbayev University. Violations of this policy may include, but not limited to, cheating, plagiarism (including “patchwriting”), aid of academic dishonesty, fraud check-in, fabrication, and threatening behavior. These instances and other academic dishonesty/misconduct will be handled according to the requirements and procedures in the Student Code of Conduct for Nazarbayev University. The range of sanctions includes, but not limited to: a zero for the assignment and/or course, being reported to the SSH Disciplinary Committee, probation, suspension, or expulsion from the university. I strongly recommend you to refer to the Student Code of Conduct for Nazarbayev University for possible sanctions and penalties.

Students should also be familiar with the university’s official statement on academic misconduct, plagiarism, cheating, and falsification of documents:

Academic misconduct defined. Academic misconduct is an act in which a student:

1. Seeks to claim credit for the work or efforts of another without authorization or citation (“plagiarism”);
2. Uses unauthorized materials or fabricated data in any academic exercise;
3. Forges or falsifies academic documents or records;
4. Intentionally impedes or damages the academic work or others;
5. Engages in conduct aimed at making false representation of any student's academic performance;

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6. Engages in any form of cheating on an exam or assignment;
7. Assists other students in any of these acts.

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Plagiarism occurs when a person:

1. Directly copies one or more sentences of another person's written work without proper citation. If another writer's words are used, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation. This includes cut and paste from the internet or other electronic sources;
2. Changes words but copies the sentence structure of a source without giving credit to the original source, or closely paraphrases one or more paragraphs without acknowledgement of the source of the ideas, or uses graphs, figures, drawings, charts or other visual/audio materials without acknowledging the source or the permission of the author;
3. Submits false or altered information in any academic exercise. This may include making up data for an experiment, altering data, citing nonexistent articles, contriving sources, etc.;
4. Turns in all or part of assignment done by another student and claims it as their own;
5. Uses a paper writing service, has another student write a paper, or uses a foreign language translation and submits it as their own original work;
6. In computer programming class, uses computer code written by another student.

Cheating. Cheating harms the very fiber of the University community. Honest students are put at a disadvantage due to the unfairness of the act and the potential that the grading structure of the class may be altered to their disadvantage. Students who cheat do not receive a real education, depriving themselves of the experience of how to learn. Cheating also damages the reputation of the University as well as the fabric of society. Finally, cheating damages the ethics of the individual, teaching them a wrong approach to life that will not be sustainable in their future careers. Cheating occurs when a person:

1. Gains or provides unauthorized access to examination materials;
2. Uses notes, mobile phones, books, calculators or other materials/devices during an examination without the permission of the instructor;
3. Copies from another student's exam sheet with or without their permission or allow a student to copy from their exam sheet;
4. Obstructs or interferes with another student's efforts in an academic exercise;
5. States a dishonest reason in a request for an extension for an exam or paper;
6. Continue to write even when time is up during an exam;
7. Talks during an examination period;
8. Asks another student take an examination or quiz;
9. Commits any other action that gives a student an unfair advantage during an examination period or on any assignment being graded for credit;
10. Assists in, facilitates, organizes or arranges any of the above-mentioned actions.

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Fall 2021—Tuesday and Thursday: 4:30-5:45pm

Classroom: Online

Falsification of documents. Falsification of documents is a form of academic dishonesty that deliberately seeks to misrepresent some aspect of the student. Falsification of Documents occurs when a person:

1. Presents a falsified application form, financial aid form or any other official form submitted to the University;
2. Presents a falsified or misleading medical certificate in order to obtain an excuse for a class absence, examination absence or late work or for any other reasons;
3. Uses a falsified or illegally altered student identification card;
4. Tampers with transcripts or other academic records.

(Nazarbayev University Student Code of Conduct)