

Degree programme	Type	Course
International Relations	OB	2
Contemporary History, Politics and Economics	OP	3
Contemporary History, Politics and Economics	OP	4

Contact lecturer

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Prerequisites

Basic notions of political science

Group languages

You can consult this information at the [end](#) of the document.

Objectives

Getting to know the main components and types of existing electoral systems

Understanding the effect that the choice of electoral system can have on the political party system as well as on relationships between the executive and legislative powers

Getting to know how to apply the methodology to observe electoral processes

Understanding the role of the media system in the political life and getting familiar with the methodological tools to analyse media coverage and access to the media by political candidates and parties

Learning outcomes

1. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
2. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
3. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
4. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
5. Identify data sources and carry out rigorous bibliographical and documentary searches.
6. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
7. Apply quantitative and qualitative analysis techniques in research processes.
8. Produce and prepare the presentation of intervention reports and/or proposals.
9. Outline the basic knowledge for demographic analysis, in particular the basic techniques and elements for studying population (birth and death rates, migration , natural and organic growth, etc.)

10. Use sources of data, time references and magnitudes in population analysis.
11. Carry out basic demographic studies (population pyramids, growth forecasts, age-period cohort analysis) and analyse the main current problems of the population.
12. Analyse and critically evaluate the evolution of the population of a region.
13. Analyse and show future scenarios focusing on the different basic demographic variables.
14. Critically evaluate the impacts of globalisation in different areas: security, environment, human rights, migrations and peace.
15. Evaluate the distinctive and instrumental aspects of the different trends and analytical approaches to international relations from a conceptual and methodological focus.
16. Apply theoretical and analytical knowledge of international relations in practical and professional case studies, in particular in the area of conflict and cooperation between actors.
17. Propose new experience-based methods or alternative solutions.
18. Weigh up the risks and opportunities of one's own ideas for improvement and proposals made by others.
19. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
20. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
21. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
22. Propose viable projects and actions that promote social, economic and environmental benefits.
23. Propose ways to evaluate projects and actions for improving sustainability.
24. Explain the explicit or implicit code of practice of one's own area of knowledge.
25. Critically analyse the principles, values and procedures that govern the exercise of the profession.
26. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
27. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
28. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
29. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
30. Consider how gender stereotypes and roles impinge on the exercise of the profession.
31. Propose projects and actions that incorporate the gender perspective.
32. Communicate using language that is not sexist or discriminatory.
33. Explaining political, individual and collective attitudes and behaviours, as well as the education process and expression of political preferences.
34. Identifying and distinguishing the functioning of the electoral processes.

Contents

1. Electoral systems and their effects on the political system

Types of Electoral Management Bodies

Majority/plurality electoral systems

Proportional electoral systems. Fragmentation of party systems and government formation.

Mixed electoral systems

2. Political communication and electoral campaigns

Political communication and political knowledge. Media systems of the world

Political news. Media routines.

Mass media effects: agenda setting, agenda building and framing.

The media and the election campaign

3. Electoral integrity and election observation

How to measure electoral integrity. Election observation.

Legal framework for elections.

Electoral campaign and Election day.

Media and social media observation.

4. Comparative electoral behaviour

Effects of cleavages on voting behaviour.

Leaders and issues.

Economic vote. Strategic vote.

Dual and second-order vote. Election turnout.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Master classes	32	1.28	1, 2, 3, 4, 6, 7, 10, 11, 12, 13, 14, 15, 16, 18, 19, 29, 31
Readings presentation and discussion	20	0.8	1, 2, 3, 4, 5, 6, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34
Compulsory readings	30	1.2	1, 2, 5, 9, 12, 13, 14, 15, 16, 20, 21, 22, 23, 24, 26, 30
Exam	2	0.08	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 29, 33, 34
Study of learning materials introduced in class	30	1.2	5, 6, 7, 8, 18, 19, 32, 33, 34
Tutorials	15	0.6	17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31
Readings' presentations	15	0.6	2, 3, 4, 6, 8, 17, 18, 19, 20, 24, 25, 26, 27, 28, 32, 33, 34

There will be master classes to introduce a topic.

Following each master class (or classes), there will be scheduled presentations by students on the electoral processes previously assigned. There will be discussion sessions in which the different cases will be compared.

Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Participation in class discussions	10%	0.6	0.024	3, 6, 8, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32
Activities' presentation	40%	2.4	0.096	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 20, 21, 26, 27, 28, 29, 30, 31, 32, 33, 34
Written exam	50%	3	0.12	1, 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 28, 29, 33, 34

1. Written exam (50%). This will assess knowledge acquired by students both at the master classes and at the presentations and discussion of academic readings. It is mandatory to pass the exam in order to pass the subject.

2. Presentation (40%). This mark will include the student's own presentation as well as her participation in the debates about others' readings.

3. Participation in class discussions (10%). This percentage of the final mark could be absorbed by the exam if there is not a sufficient number of presencial lectures.

To pass the subject it is necessary to pass both the presentations as well as the final exam.

A student will not be eligible for evaluation in the course if they do not participate in at least 3 out of the 4 presentations held throughout the term.

The student who performs any irregularity (copy, plagiarism, identity theft...) will be qualified with 0 in this assignment or exam. In case there are several irregularities, the final grade of the subject will be 0.

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searches and text correction. Students must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these tools influenced both the process and the final outcome of the activity. Failure to be transparent about the use of AI in this assessed activity will be considered an academic integrity violation and it will result in a partial or full deduction of marks for the activity, or more severe sanctions in serious cases.

In accordance with article 117.2 of the UAB Academic Regulations, the assessment of repeat students may consist of a single synthesis test. Repeating students who wish to take advantage of this possibility will need to contact the teacher at the beginning of the course.

Students will be entitled to the revaluation of the subject. They should present a minimum of activities that equals two-thirds of the total grading.

Single Evaluation:

1. Written exam (50%). This will assess knowledge acquired by students both at the master classes and at the presentations and discussion of academic readings. It is mandatory to pass the exam in order to pass the subject.
2. Case study (30%). Student must analyze an electoral process proposed by the teaching team.
3. Reading commentary (20%). Student must comment a text proposed by the teaching team.

Bibliography

Basic

European Union (2016), *Compendium of International Standards for Elections*. Antwerpen: European Union. [Available online](#).

European Union (2016), *Handbook for European Union Election Observation* (third edition) . Vottem: European Union. [Available online](#).

Farrell, D. M. (2001), *Electoral Systems: A Comparative Introduction*. London and New York: Palgrave. [Available as e-book](#).

International Institute for Democracy and Electoral Assistance (2005), *Electoral System Design: The New International IDEA Handbook*. Stockholm: International IDEA. [Available online](#).

Lange, B.P., and Ward, D. (2004). *The Media and Elections. A Handbook and Comparative Study*. New Jersey: Lawrence Erlbaum Associates Publishers. [Available as e-book](#).

VVAA (1993), "Choosing an Electoral System" in *Journal of Democracy*, 4/1, pp. 53-91. [Available online](#).

Norris, P. (2004), *Electoral Engineering: Voting Rules and Political Behaviour*. Cambridge: Cambridge University Press. [Available as e-book](#).

OSCE Office for Democratic Institutions and Human Rights (ODIHR) (2012), *Handbook On Media Monitoring for Election Observation Missions*. Warsaw: OSCE. [Available online](#).

Perloff, R.M. (2017), *The Dynamics of Political Communication. Media and Politics in a Digital Age*. New York: Routledge. [Available as e-book](#).

Przeworski, A. (2018), *Why bother with elections?*. Cambridge: Polity Press.

Riker, W. H. (1982), "The Two-party System and Duverger's Law: An Essay on the History of Political Science", in *American Political Science Review*, 76/4, pp. 753-766. [Available online](#).

Complementary

Golder, M. (2005), 'Democratic Electoral Systems Around the World 1946-2000', *Electoral Studies*, 24/1, pp. 103-121. [Available online](#).

Horowitz, D. L. (2003) 'Electoral Systems: A Primer for Decision Makers', *Journal of Democracy*, 14, pp. 115-127. [Available online](#).

Lijphart, A. (2004), "Constitutional Design for Divided Societies", *Journal of Democracy*, 15/2, pp. 96-109. [Available online](#).

Michael, G. (1992), 'Comparing Proportional Representation Electoral Systems: Quotas, Thresholds, Paradoxes, and Majorities', *British Journal of Political Science*, 22, pp. 469-496. [Available online](#).

Moser, R. G. and Scheiner, E. (2004), 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-National Analysis', *Electoral Studies*, 23/4, pp. 575-600. [Available online](#).

Software

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Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	51	English	second semester	afternoon
(SEM) Seminars	51	English	second semester	afternoon