

Аннотация

Название дисциплины	Несоревновательные выборы в новых автократиях (преподается на английском языке)		
Образовательная программа	Сравнительная политика Евразии		
Тип дисциплины	Выборная		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Нет		
Объем з.е.	3		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	40	74	114
Краткое описание курса	<p>Курс построен так, чтобы снабдить студентов базовым теоретическим и эмпирическим знанием о феномене несоревновательных выборов. Российская электоральная политика будет служить кейсом, показывающим особенности этого институционального феномена. В курсе рассматривается широкий набор тем, охватывающих теории несоревновательных выборов авторитарной консолидации, посткоммунистическое институциональное строительство и социетальный контекст российской электоральной политики. Особое внимание будет уделено теории электоральной фальсификации и методам обнаружения и измерения фальсификаций (электоральная криминалистика).</p>		
Образовательные результаты по дисциплине	<ul style="list-style-type: none"> • Формирование знания о несоревновательных выборах в современных автократиях – гипотезы, инструменты и ограничения; • способность критически оценивать и применять аргументацию литературы по данной теме к решению конкретных задач политического развития; • понимание того, как схожие процессы действует в различных исторических контекстах. • способность эффективного обоснования текущей политики. 		

Краткое содержание дисциплины	<ol style="list-style-type: none"> 1) Введение. 2) Теория несоревновательных выборов: выборы в гибридных режимах и диктатурах. 3) Российские выборы: институты и практики манипулирования и фальсификации. 4) Электоральная криминалистика – обнаружение электоральных фальсификаций. 5) Протестные выборы: гражданское общество, СМИ и социальные движения в российской электоральной политике.
Образовательные технологии	<p>Лекция – конференция</p> <p>Исследовательский метод</p>
Формы контроля	<p>Работа в классе (75%)</p> <p>Завершающий экзамен (25%)</p>
Литература	<p><u>Основная</u></p> <ol style="list-style-type: none"> 1) Rose, R. Popular support for an undemocratic regime: the changing views of Russians. Cambridge University Press, 2011 г. ISBN 978-0-521-22418-5
Преподаватель	<p>Д.полит.н., профессор Гончаров Дмитрий Владимирович, PhD кандидат Селиванова Галина Игоревна</p>

Course Syllabus

Title of the course	Non-Competitive Elections in New Autocracies (in English)		
Title of the Academic Program	Comparative Politics of Eurasia		
Type of the course	Elective		
Prerequisites	none		
ECTS workload	3 ECTS		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	74	114
Course Overview	<p>The course is designed to provide students with the necessary theoretical and empirical background for the study of the non-competitive elections. The Russian electoral field will be used as a case to demonstrate peculiarities of this institutional phenomenon. The course will cover a broad set of issues concerning theories of non-competitive elections and contemporary authoritarian consolidation; contentious politics;</p>		

	Postcommunist political institution-building and societal context of the Russian electoral politics. A special attention will be given to the theory of electoral fraud and methods of the fraud detection and measurement (electoral forensics).			
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • Demonstrate a good knowledge of non-competitive elections in contemporary non-democracies – the assumptions, 'tools' and limitations. • Critically evaluate and apply the core arguments of the related scholarship to political and policy situations. • Demonstrate how similar processes may work in various historical settings. • Provide a more effective rationale for the politics that we encounter. 			
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual written assignments.			
Content and Structure of the Course				
№	Topic / Course Chapter	Total	Directed Study	Self-directed Study
			Lectures and Seminars	
1.	Introduction	14	4	10
2.	Theory of non-competitive elections: Elections in hybrid and dictatorial regimes.	32	12	20
3.	Elections Russian-style: Institutions and practices of manipulation and fraud.	23	8	15
4.	Electoral forensics – detecting electoral fraud.	23	8	15
5.	Contentious Elections: Civil society, media and social movements in Russia' electoral politics.	22	8	14
Total study hours		114	40	74
Indicative Assessment Methods and Strategy	<p>The final mark consists of 2 components:</p> <p><i>Final mark = Class attendance, preparation and participation (75%) + Final written examination (25%)</i></p> <p>- <i>Class attendance, preparation and participation, including one obligatory presentation on the topic of the class session [project presentation] as a member of a small group (50%). Presentations will be held for about 20 minutes each week. Each student will present at least once (as a member of a small group).</i></p>			

	<p>Presenters are supposed to have required and supplementary readings for the week covered. Through the discussion and presentation, presenters should demonstrate understanding of all required texts, to include some that are not assigned, and students are supposed to lead the discussion that integrates these into a wider theme. Presenters must use visual presentation as an aid for the others.</p> <p><i>Final written examination - (25%).</i></p> <p>Students are supposed to prepare an in-class written text of 2-4 pages long addressing one of the questions (by their choice) that cover core topics of the course and are offered by the instructor immediately before the start of the examination.</p> <p>- Late assignments will be graded down.</p> <p>- Plagiarism will result in failure. Papers submitted for other classes cannot be reused.</p>																								
Readings / Indicative Learning Resources	<p><u>Mandatory:</u></p> <p>1) Rose, R. Popular support for an undemocratic regime: the changing views of Russians. Cambridge University Press, 2011 г. ISBN 978-0-521-22418-5</p>																								
Indicative Self-Study Strategies	<table border="1"> <thead> <tr> <th>Type</th> <th>+/-</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td>+</td> <td>30</td> </tr> <tr> <td>Assignments for seminars / tutorials / labs</td> <td>+</td> <td>0</td> </tr> <tr> <td>E-learning / distance learning (MOOC / LMS)</td> <td>-</td> <td>0</td> </tr> <tr> <td>Fieldwork</td> <td>-</td> <td>0</td> </tr> <tr> <td>Project work</td> <td>+</td> <td>20</td> </tr> <tr> <td>Other (please specify)</td> <td>-</td> <td>0</td> </tr> <tr> <td>Preparation for the exam</td> <td>-</td> <td>24</td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	30	Assignments for seminars / tutorials / labs	+	0	E-learning / distance learning (MOOC / LMS)	-	0	Fieldwork	-	0	Project work	+	20	Other (please specify)	-	0	Preparation for the exam	-	24
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Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: mandatory reading materials, supplementary reader; samples of assessment materials; etc.																								
Facilities, Equipment and Software	PC, PowerPoint projector																								
Course Instructor	Prof. Dmitry Goncharov, PhD candidate Galina Selivanova																								

Annex 1

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	In-class Participation			*	
Summative Assessment	Exam			*	

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparation and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparation and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

In-class project Presentation

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of a project for class discussion. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Final assessment (final examination)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;

«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.