

Applied Electoral Techniques & Analysis (POL601)

1. Course:

POL601—Applied Electoral Techniques & Analysis

2. Instructor:

Amir ABDUL REDA

I am an Assistant Professor in computational political science at Mohammed VI Polytechnic University (Rabat, Morocco). My research focuses on public opinion, social movements, and migration using big data and Natural Language Processing. In the past, I did my PhD at the University of Toronto and my work is published (or forthcoming) with *Sociological Method and Research*, *Comparative Sociology*, and *Middle Eastern Studies*.

3. Learning Objectives:

In 1992, American scholar Francis Fukuyama postulated what has come to be known since as the *End of History* thesis. According to him, the end of the Cold War in 1990-1 left the United States of America as the “last man standing” in the competition between world powers and made of its liberal democratic model the victor over other alternative models of politics.

If Fukuyama’s thesis has been hotly debated ever since, an important component of the last two centuries remains the gradual emergence and attractiveness of democracy as a mode of governance for countries around the world. In this course, we endeavor to study the way in which democracy’s central component—elections—are studied by social scientists with a regional focus on the Middle East and Africa as a whole. By the end of this class, students should have a good understanding of:

- Major scientific debates around the topic of elections and voting—in particular those of relevance to the Middle East and Africa
- The methods and data sources we employ in the study of elections and voting in the Middle East and Africa regions

4. Evaluation:

4.1 Midterm Paper (30%)

In the midterm paper, students will be expected to explore and debate one of the theories introduced between class 2 and 9—inclusive—of the course. The midterm paper ought to be written in 5 to 7 double spaced pages. A **minimum of 10 scientific secondary sources** are expected to be found/used for this assignment—please use the Chicago style for in text citation (whether [Author-Date](#) or [end of page notes](#)) and bibliography formatting. You can read more on the subject [here](#). If you have any technical questions on the subject, please write them on the appropriate discussion board or voice them during one of the class sessions.

4.2 Final Paper (30%)

In the final paper students will start where they left off in the midterm paper. In addition to incorporating the instructor’s comments on the midterm paper, they will propose a way to test the theory they explored in the midterm paper using the dataset and estimation methods introduced in the second half of the class. Students are not expected to code anything for this assignment but will be expected to showcase a solid understanding of the dataset introduced and estimation methods discussed in the second half of the class.

They will be required to justify why they would use specific variables over others, and why the specific model they propose to use is the most appropriate one.

A **minimum of 15 scientific secondary sources** are expected to be found/used for this assignment—please use the Chicago style for in text citation (whether [Author-Date](#) or [end of page notes](#)) and bibliography formatting. You can read more on the subject [here](#). If you have any technical questions on the subject, please write them on the appropriate discussion board or voice them during one of the class sessions.

4.3 Oral Presentations (15%)

Students will be given a grade out of 10% for an oral presentation of the readings of their choice for one of the course's classes. A brief, 5-minute presentation is expected per group whereby each student is expected to present an equivalent part of the readings in question.

4.4 Final Paper Presentation (15%)

Students will be given a grade out of 10% for an oral presentation of their final paper during the last class of this course. The presentation will be evaluated based on the following elements: respect of allocated time, clarity of the presentation and visualization of the theory and mechanism of the paper, quality of the PowerPoint slides and visualizations of the quantitative analyses. The specific time allocated to each student will be announced during the semester and commensurate with the number of students registered in the course.

4.5 Student Participation (10%)

Course attendance is mandatory and to encourage both assiduity and in-class participation 10% of the final grade for the course will be allocated to student's active participation in the course. Engaging in class discussions and attending the course on time will ensure a good evaluation on this component of the final grade.

5. Textbooks:

We will only use a textbook once we reach the second half of the class. We will rely on the following textbook:

- J. Scott Long. 1997. *Regression Models for Categorical and Limited Dependent Variables*. Thousand Oaks: Sage Publications.

Long's textbook is an older reference, but a classic that covers all of the core models we are studying in the second half of the course

6. Software:

The techniques introduced in this class will be taught using the R programming language. R is one of the most popular programming languages and [freely available for download online](#)—as a result, it has a very large support community online through which students should be able to find answers for any problem they encounter while coding. Of course, the course will introduce the language and tutorials will focus on reinforcing students' proper command of the language. We will also use the free R interface called R studio which you should download at this [link](#) and which you should familiarize yourself with.

7. Final Grade Breakdown:

Student Participation: 10%
Final Paper Presentations: 15%
Oral Presentation: 15%
Midterm Paper: 30%
Final Paper: 30%

8. Late assignments:

Late assignments will receive a 2% lateness penalty for each 24 hours of lateness unless the lateness is justified with a doctor's note and/or discussed with the tacit approval of the professor. Students are warmly encouraged to approach the professor should they have extraordinary circumstances that prevent them from successfully submitting their assignment in time, in particular because of the extraordinary circumstances of

our current times.

9. Detailed Course Outline :

Classes	Detailed Contents & evaluations
Session 1 (2 hours)	<p>Class Title: Applied Electoral Technique & Analysis: Introduction</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Definitions & Motivation <ul style="list-style-type: none"> ○ Three Waves of democratization? • Outline of the class: <ul style="list-style-type: none"> ○ Elections & Methods • Syllabus, assignments <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Syllabus • Huntington, Samuel. 1991. "Democracy's Third Wave". <i>Journal of Democracy</i>. 2:2. 12-34. <ul style="list-style-type: none"> ○ Alternative link here. <p>Recommended Readings</p> <ul style="list-style-type: none"> • Doorenspleet, R. (2000). Reassessing the Three Waves of Democratization. <i>World Politics</i>, 52(3), 384-406. doi: 10.1017/S0043887100016580
Session 2 (3 hours)	<p>Class Title: Electoral Systems & Party Systems (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Definitions • Political System Formations: <ul style="list-style-type: none"> ○ Lipset & Rokkan 1967 ○ Duverger's law 1972 <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Duverger, Maurice. 1972. Party Politics and Pressure Groups: A Comparative Introduction. New York: Crowell. Chapter I <p>Recommended Readings</p> <ul style="list-style-type: none"> • Lipset, Seymour Martin and Stein Rokkan. 1967. "Cleavage Structures, Party Systems, and Voter Alignments." In Seymour Lipset and Stein Rokkan (eds.), Party Systems and Voter Alignments: Cross-National Perspectives. New York: Free Press. <p>Assignments: Oral presentations start today</p> <p>Class Title: Political Parties & Social Classes—Theories (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Social class & Parties (Marx) • Social Classes & Governance (Moore 1966) • Social classes & Voting—class struggle & Post Materialism (Inglehart & Abramson 1999) • Social Classes & Public Opinion (Andersen & Yaish 2012, Haubert & Fussell 2006) <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Inglehart & Abramson. 1999. "Measuring Postmaterialism". <ul style="list-style-type: none"> ○ p. 669-71 specifically.

	<ul style="list-style-type: none"> • Andersen & Yaish. 2012. Public Opinion on Income Inequality in 20 Democracies: The Enduring Impact of Social Class and Economic Inequality <ul style="list-style-type: none"> ○ Literature review & Results sections <p>Recommended Readings</p> <ul style="list-style-type: none"> • Marx, Karl. "The 18th Brumaire of Louis Napoleon" <ul style="list-style-type: none"> ○ Preface to the Third German Edition. • Moore, Barrington. 1966. <i>The Social Origins of Dictatorship and Democracy</i>. Boston: Beacon. • Haubert & Fussell. 2006. Explaining Pro-Immigrant Sentiment in the US: Social Class, Cosmopolitanism, and Perceptions of Immigrants.
Session 3 (3 hours)	<p>Class Title: Nationalist Politics & Secular Parties in the MENA (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Origins in the Nahda • Arab Nationalism from 1950 to 1967—Abdel Nasser & the Golden Age • The Fall of Arab Nationalism—1967-2011 <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Sharabi, Hisham. 1965. "The Transformation of Ideology in the Arab World." <i>Middle East Journal</i> 19 (4): 471–86. • Khalidi, Rashid. 1991. <i>The Origins of Arab Nationalism</i>. USA: Columbia University Press. <ul style="list-style-type: none"> ○ Introduction only <p>Recommended Readings</p> <ul style="list-style-type: none"> • Tibi, Bassam. 1983. "The Renewed Role of Islam in the Political and Social Development of the Middle East." <i>Middle East Journal; Washington</i> 37 (1): 3–13 • Dawisha, Aheed. 2016. <i>Arab Nationalism in the Twentieth Century</i>. USA: Princeton University Press. <ul style="list-style-type: none"> ○ Introduction only • Abdul Reda, Amir. 2019. "Determinants of Arab Public Opinion on the Caliphate: Islamist Elites, Religiosity and Socioeconomic Conditions." <i>Middle Eastern Studies</i> 0 (0): 1–24. https://doi.org/10.1080/00263206.2019.1584559 <ul style="list-style-type: none"> ○ Sections on Arab nationalism only • Recommended—not mandatory: <ul style="list-style-type: none"> ○ Tibi, Bassam. 1990. <i>Arab Nationalism: A Critical Enquiry</i>. USA: Springer. <ul style="list-style-type: none"> ▪ Introduction only <p>Class Title: Islamist Parties & the Participation Moderation Theory (1.5 hour)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Political Islam and the Nahda • 1967-2011: Golden Age of Political Islam? • Does electoral participation yield moderation? The Participation moderation theory <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Carrie Rosefsky Wickham, <i>The Muslim Brotherhood: Evolution of an Islamist Movement</i>, (Princeton: Princeton University, 2013), 4-17. • Nathan J. Brown, <i>When Victory is Not an Option: Islamist Movements in Arab Politics</i>, (Ithaca: Cornell University Press, 2012), 3-5 and 9-10. <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Kurzman, Charles. 2002. <i>Modernist Islam, 1840-1940: A Sourcebook</i>. Oxford, New York: Oxford University Press. <ul style="list-style-type: none"> ○ Introduction only • Schwedler, Jillian, and Jillian M. Schwedler. 2006. <i>Faith in Moderation: Islamist Parties in Jordan and Yemen</i>. Cambridge University Press.

	<ul style="list-style-type: none"> • Schwedler, Jillian. 2011. "Can Islamists Become Moderates? Rethinking the Inclusion-Moderation Hypothesis." <i>World Politics</i> 63 (2): 347–76. https://doi.org/10.1017/S0043887111000050 • Malik, Maszlee. 2017. "From Political Islam to Democrat Muslim: A Case Study of Rashid Ghannouchi's Influence on ABIM, IKRAM, AMANAH and DAP." <i>Intellectual Discourse</i> 25 (1): 21.
Session 4 (3 hours)	<p>Class Title: Elections in the USA (1.5 hour)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Democrats vs. Republicans • Contemporary issues <ul style="list-style-type: none"> ○ Fake news ○ Right Wing extremism & the Implosion of the Republican Party? • Women in politics <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Popkin, Samuel. 2021. <i>Crackup: The Republican Implosion and the Future of Presidential Politics</i>. UK: Oxford University Press. <ul style="list-style-type: none"> ○ Introduction only. <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Schofield N, Miller G, Martin A. Critical Elections and Political Realignments in the USA: 1860–2000. <i>Political Studies</i>. 2003;51(2):217-240. doi :10.1111/1467-923X.00181-i1 • Miki Caul Kittilson, "Women, parties and platforms in postindustrial democracies," <i>Party Politics</i>, 2011, Vol 17(1): pp 66–92. • Lawless, Jennifer L. and Fox, Richard L.. "A Trump Effect? Women and the 2018 Midterm Elections" <i>The Forum</i>, vol. 16, no. 4, 2018, pp. 665-686. https://doi.org/10.1515/for-2018-0038 • Bovet, A., Makse, H.A. Influence of fake news in Twitter during the 2016 US presidential election. <i>Nat Commun</i> 10, 7 (2019). https://doi.org/10.1038/s41467-018-07761-2 <p>Class Title: Elections in Europe (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • The "Boomer" era and Postmaterialism • Gen X, Gen Z & the return of the right? • Religion in European politics <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Ivarsflaten, Elisabeth. 2008. "What Unites Right-Wing Populists in Western Europe?: Re-Examining Grievance Mobilization Models in Seven Successful Cases." <i>Comparative Political Studies</i> 41 (1): 3–23. https://doi.org/10.1177/0010414006294168 <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Inglehart, Ronald. 1971. "The Silent Revolution in Europe: Intergenerational Change in Post-Industrial Societies." <i>The American Political Science Review</i> 65 (4): 991–1017. https://doi.org/10.2307/1953494 • Kaufmann, Eric, Anne Goujon, and Vegard Skirbekk. 2012. "The End of Secularization in Europe?: A Socio-Demographic Perspective." <i>Sociology of Religion</i> 73 (1): 69–91. https://doi.org/10.1093/socrel/srr033.
Session 5 (3 hours)	<p>Class Title: Voting Theory (1.5 hours)</p> <p>Class Objectives:</p>

- Sociotropic Theory
- Clientelism
- Vote Buying

Mandatory Readings:

- [Lewis-Beck, Michael and Richard Nadeau. 2011. "Economic Voting Theory: Testing New Dimensions."](#)
- Corstange D. Clientelism in Competitive and Uncompetitive Elections. *Comparative Political Studies*. 2018;51(1):76-104. doi:[10.1177/0010414017695332](#)

Recommended Readings:

- [Corstange, Daniel. 2012. "Vote Trafficking in Lebanon". *IJMES*. 44:3. 483-505.](#)

Class Title:

Topics in the Study of Elections in the MENA (1.5 hours)

Class Objectives:

- Islam & Democracy
- Women in Politics

Mandatory Readings:

- *You are welcome to read whichever one you prefer despite my recommendation for mandatory readings.*
- [Pellicer, Miquel, and Eva Wegner. 2014. "Socio-Economic Voter Profile and Motives for Islamist Support in Morocco." *Party Politics* 20 \(1\): 116–33.](#)
- [Norris, Pippa, and Ronald Inglehart. 2002. "Islamic Culture and Democracy: Testing the 'Clash of Civilizations' Thesis." *Comparative Sociology* 1 \(3\): 235–63.](#)

Recommended Readings:

- Miguel, Carolina de, Amaney A. Jamal, and Mark Tessler. 2015. "Elections in the Arab World: Why Do Citizens Turn Out?" *Comparative Political Studies* 48 (11): 1355–88. <https://doi.org/10.1177/0010414015574877> .
- Tessler, Mark. 2003. "Arab and Muslim Political Attitudes: Stereotypes and Evidence from Survey Research." *International Studies Perspectives* 4 (2): 175–81. <https://doi.org/10.1111/1528-3577.402005> .
- Tessler, Mark, Amaney Jamal, and Michael Robbins. 2012. "New Findings on Arabs and Democracy." *Journal of Democracy* 23 (4): 89–103. <https://doi.org/10.1353/jod.2012.0066>.
- Jamal, Amaney A., and Mark A. Tessler. 2008. "Attitudes in the Arab World." *Journal of Democracy* 19 (1): 97–110. <https://doi.org/10.1353/jod.2008.0004> .
- García-Rivero, Carlos, and Hennie Kotzé. 2007. "Electoral Support for Islamic Parties in the Middle East and North Africa." *Party Politics* 13 (5): 611–36. <https://doi.org/10.1177/1354068807080088>.

Session 6 (2 hours)

Class Title:

Topics in the Study of Elections in Africa (1.5 hours)

Class Objectives:

- Democratization & Anti-Immigrant Sentiment in Africa
- Democratization & elections
- Elections & Civil War

Mandatory Readings:

- Whitaker, Beth Elise, and Jason Giersch. 2015. "Political Competition and Attitudes towards Immigration in Africa." *Journal of Ethnic and Migration Studies* 41 (10): 1536–57. <https://doi.org/10.1080/1369183X.2014.996534>

Recommended Readings:

- Bratton, Michael. "Second Elections in Africa." Journal of Democracy, vol. 9 no. 3, 1998, p. 51-66. Project MUSE, [doi:10.1353/jod.1998.0041](https://doi.org/10.1353/jod.1998.0041).
- Cheibub, J., & Hays, J. (2017). Elections and Civil War in Africa. Political Science Research and Methods, 5(1), 81-102, [doi:10.1017/psrm.2015.33](https://doi.org/10.1017/psrm.2015.33)

Class Title:

How do We study Elections? (1/2 hours)

Class Objectives:

- Survey data
- Experimental data
- Social media data

Mandatory Readings:

- Paul M. Kellstedt and Guy D. Whitten, The Fundamentals of Political Science Research, 2nd Edition (Cambridge University Press, 2013)
 - Chapter 4.1-4.5.

Recommended Readings:

- [Barbera & Steinert-Threlkeld. 2019. How to Use Social Media Data for Political Science Research.](#)
- [Aral & Eckles. 2019. "Protecting Elections from Social Media Manipulation"](#).
- [Metaxas & Mustafaraj. "Social Media & the Elections"](#)
- [Fujiwara, Muller and Schwarz. "The Effect of Social Media on Elections: Evidence from the United States"](#).

Session 7 (2 hours)

Class Title:

How do We study Elections? (1 hour)

Class Objectives:

- Survey data
- Experimental data
- Social media data

Mandatory Readings:

- Paul M. Kellstedt and Guy D. Whitten, The Fundamentals of Political Science Research, 2nd Edition (Cambridge University Press, 2013)
 - Chapter 4.1-4.5.

Recommended Readings:

- [Barbera & Steinert-Threlkeld. 2019. How to Use Social Media Data for Political Science Research.](#)
- [Aral & Eckles. 2019. "Protecting Elections from Social Media Manipulation"](#).
- [Metaxas & Mustafaraj. "Social Media & the Elections"](#)
- [Fujiwara, Muller and Schwarz. "The Effect of Social Media on Elections: Evidence from the United States"](#).

Class Title:

Exploiting Electoral Data for the MENA & Africa (1 hour)

Class Objectives:

- Installing R & RStudio (if not done before)
- Loading & Data Cleaning the Arab Barometer, Afrobarometer, WVVS, CMEGID

Mandatory Readings:

- Paul M. Kellstedt Review the codebooks of the following dataset and download their data:
 - [World Values Survey](#)

- [Arab Barometer](#)
- [Afro barometer](#)
- [Carnegie Middle East Governance & Islam Dataset \(1988-2011\)](#)

<p>Session 8 (2 hours)</p>	<p>Class Title: Estimation Methods: An Introduction to Logistic Models (1.5 hour)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Maximum Likelihood Estimation <p>Mandatory Readings:</p> <ul style="list-style-type: none"> ○ Long, Chapter 2 <p>Class Title: Binary Models (1/2 hour)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Logit and probit models. • Interpretation. • Maximum likelihood estimation and inference in R. • Literature Using these Models • Coding/Using these models ourselves <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Long, Chapter 3 & 4
<p>Session 9</p>	<p>Class Title: Binary Models (1 hour)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Logit and probit models. • Interpretation. • Maximum likelihood estimation and inference in R. • Literature Using these Models • Coding/Using these models ourselves <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Long, Chapter 3 & 4 <p>Class Title: Other Models in the Study of Elections (1 hour)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Multinomial & Ordinal Models <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Long, Chapter 5 & 6
<p>Session 10</p>	<p>Class Title: Other Models in the Study of Elections (1/2 hour)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Multinomial & Ordinal Models <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • Long, Chapter 5 & 6

<p>Class Title: Epilogue (1.5 hours)</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Final Paper Presentations <p>Mandatory Readings:</p> <ul style="list-style-type: none"> • No Readings

10. Complementary activities:

Activity	Detailed Contents & evaluations
Tutorial # 1: Reading tutorials	<p>Objective(s): The objective of this activity is to offer a formal timeframe through which students can sit down in groups—on MS Teams—to go through the readings for the next planned class(es). This formal timeframe should help students better organize their reading schedule for the class.</p> <p>Detailed Plan: Students will be required to log in to the tutorial on MS Teams and do the readings for the next class(es).</p> <p>Teaching Method: The students will be required to engage with the readings personally (either individually or in group) to absorb and get used to learning new material by themselves. The professor will be available for questions and any other help during this tutorial.</p> <p>Evaluations: Some of these tutorials will require reading notes upon completion.</p>
Tutorial # 2: R tutorials	<p>Objective(s): The objective of this activity is to offer a formal timeframe through which students can sit down in groups—on MS Teams—in order to go through the R codes for the second half of the class. This formal timeframe should help students better organize their R learning for the class.</p> <p>Detailed Plan: Students will be required to log in to the tutorial on MS Teams and go through the codes for the last class(es), along with the upcoming coding assignment.</p> <p>Teaching Method: The students will be required to engage with the codes personally (either individually or in group) to absorb and get used to learning new coding material by themselves. The professor will be available for questions and any other help during this tutorial.</p> <p>Evaluations: Some of these tutorials will require coding notes upon completion.</p>