



Department of Political Studies  
**Introduction to Electoral Systems— POLS 391/3.0**  
**Fall 2025**

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<u>Course web page:</u>	See OnQ for extra readings and other details
<u>Class Time/Location</u>	Ellis 324 Monday 4:00 to 5:30 PM and Wednesday 2:30 to 4:00 PM 120 learning hours (3 hours x 12 weeks + 7 hours self-study per week) Each week will have both a lecture and group-work component
<u>Office Hours</u>	Monday 10- 11; Wednesday 11-noon; Friday 10:30-noon; Mac-Corry C 320  Please if possible book through calendly: <a href="https://jonathanrose.ca/home/contact/">https://jonathanrose.ca/home/contact/</a> or this QR code:



**Land Acknowledgement:**

*I acknowledge that Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the [Queen's Encyclopedia](#) and to learn more about land acknowledgements, see the [Office of Indigenous Initiatives](#).*

**Equity, Diversity & Inclusion:**

*Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Every member of this class is asked to show respect for every other member.*

**Building a Classroom Community**

*University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safer, more respectful classroom community for learners by following these guidelines:*

- *Make a personal commitment to learn about, understand, and support your peers.*
- *Assume the best of others and expect the best of them.*
- *Recognize and value the experiences, abilities, and knowledge each person brings to the course.*
- *Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.*
- *Encourage others to develop and share their ideas.*
- *Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.*
- *Be open to having your ideas challenged and challenge others with the intent of facilitating growth.*
- *Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.*

**Fostering Accessibility**

We all have a shared responsibility for reducing barriers to learning and fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- emails, e.g., while communicating with group members or your teaching team, and meeting practices (e.g., in tutorials/labs/seminars or virtual meetings)

**Proctored Exams****Timing of Final Examinations**

Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. The exam dates for each term are listed on the Faculty of Arts and Science webpage under "[Important Dates](#)." Student exam schedules for the Fall Term are posted on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. **Students should delay finalizing any travel plans until after the examination schedule has been posted.** Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science's Academic Consideration webpage](#).

If you are unable to attend an exam and receive approval for a deferred proctored exam, a further deferral of that exam will not be accommodated.

**Class Attendance**

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

### ***Academic Support***

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

### ***Accommodations for Disabilities***

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

### ***Academic Consideration for Students in Extenuating Circumstances***

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science’s [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

**Grading Scheme:**

Some components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (on the left). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (on the right)

***Arts & Science Letter Grade Input Scheme***

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

***Queen’s Official Grade Conversion Scale***

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

**Queen's Policy on Academic Integrity:**

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("[The Fundamental Values of Academic Integrity](#)", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("[The Fundamental Values of Academic Integrity](#)", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

**Copyright of Course Material**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

**AI Writing Tools**

Using generative AI writing tools such as CHATGPT in your submitted work is not permitted in this class. The Department of Political Studies has a robust [Policy on the Use of 'Artificial Intelligence.'](#) Please note that as indicated in the Overview of the policy, ignorance is not a defence. I encourage you to familiarize yourself with the policy and reach out to me at any time if you feel not clear on the policy.

**Electoral systems** are on one level simple institutions: they are the means by which votes are transferred into seats. On another level, they are enormously complex and varied. They can be understood by their constituent elements and how those vary or they can be understood by the kinds of electoral outcomes they produce. Others have sought to understand them as dependent on party systems or political culture. But some have suggested that party systems are a product of electoral systems. One thing that is evident from their study is that the myriad variations of electoral systems tell us about different democratic values and ideals.

This course has two broad aims. First, it is an introduction to the four families of electoral systems and their variations and second it seeks to examine the consequences of electoral systems.

**Course objectives:**

1. Knowledge Objectives:

Students will have a solid understanding of the different families of electoral systems. They will know what the constituent elements of an electoral system is and how varying them changes the outcomes. Students will also be exposed to an in-depth study of specific countries and the evolution of their electoral systems.

2. Skills Objectives:

Students will have the opportunity to develop oral skills, participate in group work and contribute to a collective, critical understanding of readings. Active participation will be encouraged throughout the course.

*Intended Student Learning Outcomes:*

To complete this course students will demonstrate their ability to:

1. identify and describe four broad families of electoral systems;
2. understand the tradeoffs inherent in each electoral system;
3. be able to understand the *mechanics* of electoral systems including ballot structure, district magnitude and formula;
4. be able to understand the *effects* of electoral systems;
5. apply values to determine the “ideal” electoral system.

**Evaluation (Details found in OnQ →About this course):**

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|--|-----|
| 1. One six (6) page single-spaced report to a government on the ideal electoral system or one ten (10) page double spaced research essay | 30% |
| 2. Four one page (single spaced) reading summaries   | 30% |
| 3. Final exam in exam period   | 40% |

One page reading summary must be submitted no later than 4 PM on these dates:

- Monday, September 22
- Monday, October 6
- Monday, October 27
- Monday, November 10
- Monday, November 24

Note that there are five due dates. Students are evaluated on four summaries and can choose any four dates but if five are submitted, your best four grades will count.

The essay will have three due dates. Students can submit their essay in OnQ no later than midnight:

Monday, October 20	receive comments and bonus of one partial letter grade (e.g., B- to B; C+ to B-; A to A+)
Monday, November 17	receive comments and no bonus
Monday, December 1	receive no comments and no bonus (i.e., just graded)

**Assignment Submission Policy:**

Each assignment will have a three-day grace period; your assignments are due on the due date posted but will be accepted, without penalty, up to 72 hours afterwards. Late penalties will apply to submissions after this grace period. Short term academic consideration is therefore built into all assignment due dates and will not be extended past this 3-day grace period for students without long-term academic consideration or accommodations for disabilities.

**Key dates**

Monday, September 22	Reading Summary	First date to submit reading summary
Monday, October 6	Reading Summary	Second date to submit reading summary
Monday, October 20	First Essay Submission Date	Comments & Bonus on essay
Monday, October 27*	Reading Summary	Third date to submit reading summary
Monday, November 10	Reading Summary	Fourth date to submit reading summary
Monday, November 17	Second Essay Submission Date	Comments only on essay
Monday November 24	Reading Summary	Last date to submit reading summary
Monday, December 1	Final Essay Submission Date	Last date to submit essay Graded only
December 5-20	Final Exam Period	391 Exam date set in Oct.

\*October 27 is also the last day to withdraw from fall term courses.

**Late Policy:**

Late assignments beyond the grace period (without long-term Considerations or Accommodations) for the papers and without approved Considerations or Accommodations for the Discussions and Quizzes will be penalized 5% per day (or part thereof) that it is late, including weekends, unless arrangements have been made.

Students with letters of accommodation should, if possible, confirm the implementation of their accommodations prior to the listed due date.

Students experiencing short-term extenuating circumstances that are beyond their control and may affect their academic work should submit a request to their faculty office for academic consideration.

**Materials required:**

Elisabeth Carter, David M. Farrell, Gemma Loomes, *Electoral Systems: A Global Perspective* [3<sup>rd</sup> ed], (London: Bloomsbury, 2024) \$65.95 or as an e-book \$60.50 at campus bookstore. Hereafter referred to as Carter, Farrell & Loomes.

Other materials will be posted in OnQ course website that we will use include:

*Electoral System Design: the New IDEA Handbook*. (Stockholm: International IDEA) (available on-line)

*Voting Counts: Electoral Reform for Canada*. Law Commission of Canada, 2004 (available on-line)

In addition, students should familiarize themselves with *Electoral Studies* available in the library and through the library's e-journals collection.

**Class Format:**

Each week on Monday class will be comprised of a traditional lecture that will complement the readings. Wednesday's class will be used as an active classroom where, in groups at the tables, students will work on material from the lecture. This can be in the form of producing something or solving a problem or applying formulae to see how electoral systems change.

**September 3****Outline and Introduction**

- What's this course about: Mechanics, Families & Consequences of Electoral Systems

**September 8 & 10****What is an Electoral System and what does it do?**

Elisabeth Carter, David M. Farrell, Gemma Loomes, *Electoral Systems: A Global Perspective* [3<sup>rd</sup> ed], (London: Bloomsbury, 2024), pp. 1-11. Hereafter referred to as Carter, Farrell & Loomes.

**I. The Mechanics of Electoral Systems**
**The Elements of Electoral Systems: District Magnitude, Formula and Ballot Structure**

André Blais and Louis Massicotte, “Electoral Systems” in Lawrence Leduc, Richard Niemi and Pippa Norris [eds.], *Comparing Democracies 2: New Challenges in the Study of Elections and Voting* (Thousand Oaks, CA: Sage, 2002), 40-69.

André Blais and Louis Massicotte, “Electoral formulas: a macroscopic perspective” *European Journal of Political Research* 32 (August 1997), 107–129.

**September 15 & 17****The Elements of Systems as Democratic Values**

Dennis Pilon, “Myths, damn myths, and voting system change: How Political Scientists Misrepresent Democratic Reform,” *Canada Watch*, Fall 2022, 1-17

New Zealand Report of the Royal Commission on the Electoral System. Available on the Elections New Zealand web page or here:

<http://www.elections.org.nz/voting/mmp/royal-commission-report-1986.html>

Richard Katz, “Democratic Principles and Judging ‘Free and Fair’” in *Representation* 41:3, (2005) 161-79. Available through e-journals.

IDEA, *Electoral System Design, The New International IDEA Handbook*, “Criteria for Design”, 9-15 (hereafter called the *IDEA Handbook*). Available on-line.

**II. The Families of Electoral Systems**
**1. The Families of Electoral Systems: Single Member Plurality (SMP)**

Carter, Farrell & Loomes, Chapter 2, pp. 11-36

Continued on next page.

**Variations on Plurality: The Block Vote, Limited Vote and Cumulative Vote**

Arend Lijphart, Rafael Pintor & Yasunori Sone, “the Limited Vote and the Single Nontransferable Vote: Lessons from the Japanese and Spanish Examples” in Bernard Grofman & Arend Lijphart [eds.], *Electoral Laws and their Political Consequences* (New York: Agathon Press, 1986).

**September 22 & 24**

**2. The Families of Electoral Systems: Majoritarian Systems (Two Round System & Alternative Vote)**

Carter, Farrell & Loomes, Chapter 3, pp. 37-63

Henk van der Kolk, “Supplementary vote; analysis, applications, and alternatives,” *Electoral Studies* 27 (2008), pp 417-23

**September 29 & October 1**

**3. The Families of Electoral Systems: Proportional Representation (List PR) and Single Transferable Vote (STV)**

Carter, Farrell & Loomes, Chapter 4, [list PR] pp. 65-92 and Chapter 6 [STV], pp. 129-156.

Read any chapter in Part IV (Closed List Systems) or V (Preferential List System) as well as Michael Gallagher, “Ireland: The Discreet Charm of PR-STV” in Michael Gallagher and Paul Mitchell [eds.], *The Politics of Electoral Systems* (New York: Oxford, 2008),

**October 6 & 8**

**4. The Families of Electoral Systems: Mixed Systems**

Carter, Farrell & Loomes, Chapter 5, pp. 93-127.

Matthew Sjøberg Shugart and Martin P. Wattenberg, “Mixed-Member Electoral Systems: A Definition and Typology” in Shugart & Wattenberg [eds], *Mixed-Member Electoral Systems: The Best of Both Worlds?* (New York: Oxford, 2005), 9-25

Lukas Haffert, Pascal Langenbach & Tobias Rommel, “Even in the best of both worlds, you can’t have it all: How German voters manage the trilemma of mixed-member proportionality,” *Electoral Studies* 90 (2024), pp 1-11

**Reading week is October 13-17**

October 20 & 22Case Study of Mixed systems – Parallel and Mixed Member Proportional (MMP)

David Denemark, “Choosing MMP in New Zealand: Explaining the 1993 Electoral Reform” in Shugart & Wattenberg, 70-96.

Steven Reed and Michael F. Thies, “The Causes of Electoral Reform in Japan” in Shugart & Wattenberg, 152-173.

### III. The Consequences of Electoral Systems

October 27:Electoral Reform: Design Considerations

Carter, Farrell & Loomes, Chapter 9, [System Design & Reform], pp. 223-248

Patrick Dunleavy and Helen Margetts, “Understanding the Dynamics of Electoral Reform,” *International Political Science Review* (1995), 16:1.

*IDEA Handbook*, “The Process of Change” 15-25.

Richard S. Katz, “Why are there so Many (or so Few) Electoral Reforms?” in Michael Gallagher and Paul Mitchell [eds.], *The Politics of Electoral Systems* (New York: Oxford, 2008), 57-79

October 29:Electoral Reform in Canada

Laura Levick & Jonathan Rose, “Citizen Engagement and Subnational Electoral Reform in Canada: Three Paradoxes,” *Canadian Journal of Political Science* 2025 (58:2), pp. 439-69

Dennis M. Pilon, “Are Canadian Voting System Reforms ‘Trade-Offs’ Really Trade-Offs: Operationalizing Voting System Values and Assessing the Evidence,” *Canadian Public Policy*, August 2024

*Voting Counts: Electoral Reform for Canada*. Law Commission of Canada, 2004.  
Available in OnQ

**November 3 & 5: Electoral Reform in the UK & Abroad**

*UK Voting Systems: The Experience of New Voting Systems in the UK Since 1997*, Governance of Britain. Ministry of Justice 2008. Available electronically from course web site or <http://www.justice.gov.uk/publications/voting-systems-review.htm>

**Electoral Reform in Eastern Europe: The Persistence of Mixed Systems**

Sarah Birch, *Electoral systems and political transformation in post-communist Europe* (London: Palgrave, 2003), chapter 1 & 2.

Kenneth Benoit, "Models of Electoral System Change," *Electoral Studies* 23 (2004), pp. 363–389.

Žilvinas Martinaitis, "Explaining Electoral Reforms in Lithuania," *Journal of Baltic Studies*, 43:3 (September 2012), 389-400.

**November 10 & 12:****Effects of Electoral Systems**

Carter, Farrell & Loomes, Chapter 7, [Systemic Consequences], pp. 157-83

Arend Lijphart, *Electoral Systems and Party Systems: A Study of Twenty-Seven Democracies, 1945-1990* (New York: Oxford, 1994), chapter 4 "Changes in Election Rules Between Systems in the Same Country", 78-94.

André Blais & Peter Loewen, "The French Electoral System and Its Effects," *West European Politics*, 32, 2 (March 2009)

**November 17 & 19:****Electoral Systems and the Party System**

Carter, Farrell & Loomes, Chapter 8, [Strategic Consequences], pp. 185-222

Rein Taagpera and Bernard Grofman, "Rethinking Duverger's Law: Predicting the Effective Number of Parties in Plurality and PR Systems – Parties Minus Issues Equals One" *European Journal of Political Research* 13:4 (2006), 341-52.

André Blais, R.K. Carty, "The Psychological Impact of Electoral Laws: Measuring Duverger's Elusive Factor" *British Journal of Political Science* 21:1 (1991), 79-93

Giovanni Sartori, "The Party Effects of Electoral Systems," *Israel Affairs* 6 (1999), 13-28

**November 24:****Electoral Systems and Representation**

Marie E. Berry, Yolande Bouka & Marilyn Muthoni Kamuru, "Implementing Inclusion: Gender, Quotas, Inequality, and Backlash in Kenya," *Politics & Gender* 17 (2021), pp. 640-664

Elizabeth Baisley & Quinn M. Albaugh, "Wrong place or Wrong party? LGBTQ2S+ Candidates and district competitiveness," *Electoral Studies* 96 (2025)

Camillee Gélis, Philippe Chassé, "Are young candidates 'sacrificial lambs'? Evidence from the 2012, 2017, and 2022 French legislative elections," *Electoral Studies* 90 (2024)

Or

Daniel Stockemer, Kaitlin Gallant & Erin Tolley, "Limited Supply: Youth Representation in the Canadian House of Commons," *Electoral Studies* 88 (2024)

Rein Taagepera, "How Electoral Systems Matter for Democratization," *Democratization* 5:3, (1998), 68-91

**November 26****Electoral Systems and Turnout**

André Blais and Kees Aarts, "Electoral Systems and Turnout" *Acta Politica* 41(2), 180-96.

Jeffrey Karp and Susan Banducci, "Political efficacy and participation in twenty-seven democracies: how electoral systems shape political behaviour" *British Journal of Political Science* 38:2 (2008), 311-34.

**December 1****So, Which is the Best Electoral System?**

Carter, Farrell & Loomes, Chapter 10, pp. 249-259

Maurice Duverger, 1984. "Which is the best electoral system?" in A. Lijphart and B. Grofman [eds.] *Choosing an Electoral System: Issues and Alternatives*. New York: Praeger

Shaun Bowler, David Farrell and Robin Pettitt. 2005. 'Expert Opinion on Electoral Systems: So which Electoral system is 'best'?' *Journal of Elections, Public Opinion and Parties* 15:1, 3-19

Pippa Norris, "Choosing Electoral Systems: Proportional, Majoritarian and Mixed Systems" *International Political Science Review* (1997) 18:3, 297-312

