## Course Syllabus

<table>
<thead>
<tr>
<th>Title of the course</th>
<th>The Internet in Non-Competitive Politics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Academic Programme</td>
<td>Comparative Politics in Eurasia</td>
</tr>
<tr>
<td>Type of the course</td>
<td>Optional (elective)</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>No</td>
</tr>
<tr>
<td>ECTS workload</td>
<td>4</td>
</tr>
<tr>
<td>Total indicative study hours</td>
<td>Directed Study</td>
</tr>
<tr>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Course Overview</td>
<td>The Internet and politics have a complex interrelationship. The former changes social communication, empowers or reinforces political actors, while political regime and power relations frequently shape the dynamics of the cyberspace. It is especially clear in case of modern non-competitive regimes, as many of them try to utilize Internet to gain legitimacy, competitiveness, and eventually, regime consolidation. The means of the Internet control in non-democracies now go far beyond its blocking and censorship.</td>
</tr>
<tr>
<td></td>
<td>The course intends to familiarize students with the ways the Internet contributes to authoritarian consolidation and economic development, as well as with the potential of the new media to provoke democratization. The course is arranged to provide a wide comparative perspective of the Internet politics and give students hints to explore this area in their research.</td>
</tr>
<tr>
<td>Intended Learning Outcomes (ILO)</td>
<td>OPLO-7: Able to work out proposals and recommendations for applied research and consulting;</td>
</tr>
<tr>
<td></td>
<td>PLO-1: Able to use topical research results in political science and adjacent disciplines, apply political science for applied tasks in professional activities.</td>
</tr>
<tr>
<td>Readings / Indicative Learning Resources</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>


Optional:


**Teaching and Learning Methods**

The course consists of 8 interactive lectures and 8 seminars, the latter include discussion groups, presentations in small groups and individual assignments.

The following teaching methods are involved:

- Interactive lectures followed by multimedia presentations;
- Debates and open discussions based on mandatory readings.

### Content and Structure of the Course

<table>
<thead>
<tr>
<th>№</th>
<th>Topic</th>
<th>Total</th>
<th>Directed Study</th>
<th>Self-directed Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Non-Competitive Regimes: An Overview</td>
<td>19</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seminars</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The Internet and Democratization</td>
<td>19</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>The Internet Censorship in Non-Democracies</td>
<td>19</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Propaganda and Trolling on the Internet</td>
<td>19</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Surveillance in Autocracies and Beyond</td>
<td>19</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Consultative Authoritarianism Online</td>
<td>19</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Regulation: Internet Policy of Authoritarian Regimes</td>
<td>19</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Global Internet Governance: Non-Democracies’ Stance</td>
<td>19</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total study hours**

<table>
<thead>
<tr>
<th>Total</th>
<th>Directed Study</th>
<th>Self-directed Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>152</td>
<td>14</td>
<td>18</td>
</tr>
</tbody>
</table>

**Indicative Assessment Methods and Strategy**

The final grade consists of the following marks:

**In-class participation, 25 %** \( G_{\text{class}} \): contribution of a student to discussions during seminars, her / his knowledge of the subject and level of literature comprehension.

**Essay, 30 %** \( G_{\text{essay}} \): each student is to prepare an essay according to the recommendations.
Final Exam, 45 % ($G_{\text{exam}}$): an exam is conducted in the session period in a written format (open questions).

<table>
<thead>
<tr>
<th>Indicative Self-Study Strategies</th>
<th>Type</th>
<th>+/−</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for seminars (lecture materials, mandatory and optional resources)</td>
<td>+</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Assignments for seminars / tutorials / labs</td>
<td>+</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Essay preparation</td>
<td>+</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Preparation for the exam</td>
<td></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Support for the Course</th>
<th>Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities, Equipment and Software</td>
<td>Classes for lectures and seminars should be equipped with multimedia facilities (PC or laptop, projector)</td>
</tr>
<tr>
<td>Course Instructor</td>
<td>Yury Kabanov, senior lecturer, <a href="mailto:ykabanov@hse.ru">ykabanov@hse.ru</a></td>
</tr>
</tbody>
</table>
Annex 1

Course Content

Lecture 1. Non-Competitive Regimes: An Overview

Authoritarian regimes: characteristics and types. Hybrid political regimes (electoral and competitive). Regime resilience and its sources: legitimation, co-optation and repression.

Seminar 1. Sources of Authoritarian Stability

Read the literature and be ready to discuss the following questions:
- What is authoritarian stability?
- How mechanisms of authoritarian stability reinforce each other?
- How modern technologies (including the Internet) may contribute to authoritarian stability, and in which ways they may destabilize the regime?

Mandatory Readings:

Optional Readings:

Lecture 2. The Internet and Democratization

Internet and political power: Reinforcement and Redistribution. Cyber-optimists. The Internet and possible democratization effects. The Arab Spring and the effects of the social media.

Seminar 2. Can the Internet Promote Democracy?

Read the literature and be ready to discuss the following questions:
- How does the Internet contribute to the existing theories on democratization?
- What possible mechanisms of the Internet-led democratization can you distinguish?
- What are limitations of cyber-optimist approach?

Mandatory Readings:


**Optional Readings:**

**Lecture 3. The Internet Censorship in Non-Democracies**


**Seminar 3. Internet – Censorship and Disconnection in Autocracies**

Read the required literature and be ready to discuss patterns of the Internet censorship in the following regions: East Asia (China, Singapore), Post-Soviet Space (Belarus, Kazakhstan) and the Middle East (Qatar, UAE).

**Mandatory Readings:**

**Optional Readings:**

**Lecture 4. Propaganda and Trolling on the Internet**


**Seminar 4. “Astroturfing” on the Web**

Read the literature and be ready to discuss the following questions:
- What is astroturfing in relation to political process and public opinion?
- How is the “public opinion” manufactured by means of the social media?
What are the differences of using such technologies across different regimes and media platforms?

**Mandatory Readings:**

**Lecture 5. Surveillance in Autocracies and Beyond**


**Seminar 5. Illiberal Practices in Autocracies and Democracies**

Read the required literature and be ready to discuss the following questions:
- What ethical issues are related to the problem of surveillance and dataveillance?
- Are these ethical challenges pertinent to authoritarian countries only?
- What role do transnational companies play in politically motivated dataveillance?

**Mandatory Readings:**

**Lecture 6. Consultative Authoritarianism Online**

Consultative authoritarianism and authoritarian deliberation online. E-government and e-participation in non-democracies. Online policy participation and regime resilience.

**Seminar 6. Online Consultations and Regime Consolidation**

Read the required literature and be ready to discuss the following issues:
- What is consultative and deliberative authoritarianism? What are their manifestations online?
- In which ways e-government and e-participation can contribute to regime resilience?
- What politics and policy factors might hinder successful e-tools implementation in non-democracies?

**Mandatory Readings:**

**Optional Readings:**
Lecture 7. Regulation: Internet Policy of Authoritarian Regimes

Modes of the Internet regulation (L. Lessig), legal tools and coding. Internet policy actors. Reactive and proactive Internet policy. Digital economy under authoritarianism.

Seminar 7. Internet Policy in Autocracies

Read the required literature and be ready to discuss the following issues:
- What modes of the Internet regulation did L. Lessig distinguish? How are they interconnected?
- How do these regulation modes influence political and economic aspects of the Internet development in non-democracies? Give examples

Mandatory Readings:

Optional Readings:

Lecture 8. Global Internet Governance: Non-Democracies’ Stance

Global Internet governance: timeline and main actors. Multistakeholderism and multilateralism in the Internet governance. Data nationalism and digital sovereignty in the Internet governance.

Seminar 8. Authoritarianism and the Internet Governance

Read the required literature and be ready to discuss the following questions:
- What are the main differences between multistakeholderism and multilateralism in the global Internet governance?
- Can political regime be a significant variable in defining a country’s approach towards the Internet governance?
- How do data nationalism and digital sovereignty contribute to the authoritarian discourse on the Internet governance?

Mandatory Readings:

Optional Readings:

Annex 2

<table>
<thead>
<tr>
<th>Course ILO(s)</th>
<th>Teaching and Learning Methods for delivering ILO(s)</th>
<th>Indicative Assessment Methods of Delivered ILO(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPLO-7: Able to work out proposals and recommendations for applied research and consulting;</td>
<td>In – class participation Essay</td>
<td>In – class participation assessment Essay assessment Exam</td>
</tr>
<tr>
<td>PLO-1: Able to use topical research results in political science and adjacent disciplines, apply political science for applied tasks in professional activities</td>
<td>In – class participation Essay</td>
<td>In – class participation assessment Essay assessment Exam</td>
</tr>
</tbody>
</table>

Assessment Criteria

In-class Participation

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>«Excellent» (8-10)</td>
<td>Active participation throughout the seminar, both qualitative and quantitative contribution to the discussion, showing excellent comprehension of the assigned literature, without mistakes or some mistakes (1-2), original thinking and strong evidence of preparation.</td>
</tr>
<tr>
<td>«Good» (6-7)</td>
<td>Not constant participation, but the contribution to the discussion is valuable (one detailed answer, or 3-4 short commentaries), some minor mistakes (3-4) are made, showing evidence of preparation to the seminar.</td>
</tr>
<tr>
<td>«Satisfactory» (4-)</td>
<td>The student does not participate in the discussion, but shows a satisfactory level of material comprehension when deliberately asked</td>
</tr>
</tbody>
</table>
- **Essay**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>«Excellent» (8-10)</td>
<td>The essay is relevant to the topic, fully complies with the formal requirements, has a clear and coherent structure, shows a clear argument and its justification, effectively addresses all aspects of the task. Errors are rare and minor.</td>
</tr>
<tr>
<td>«Good» (6-7)</td>
<td>The essay is relevant to the topic, overall complies with the formal requirements (with some minor errors), has clear structure that might lack coherence, has an explicit argument, though occasional errors occur.</td>
</tr>
<tr>
<td>«Satisfactory» (4-5)</td>
<td>The essay generally addresses the task, but has errors and shortcomings in either format, structure, argument or justification. Errors are frequent and significant. No critical argumentation is presented.</td>
</tr>
<tr>
<td>«Fail» (0-2)</td>
<td>Fails to demonstrate any appropriate knowledge.</td>
</tr>
</tbody>
</table>

- **Exam**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>«Excellent» (8-10)</td>
<td>Excellent, full and explicit knowledge of the material. The answer to the question is coherent (essay-like style), and relevant to the question.</td>
</tr>
<tr>
<td>«Good» (6-7)</td>
<td>Good and sufficient knowledge of the material. The student mentions sufficient theories, concepts, terms, although may commit several mistakes (1-3) or omissions. The structure of the answer is not always coherent, or there are parts irrelevant to the question.</td>
</tr>
<tr>
<td>«Satisfactory» (4-5)</td>
<td>Very basic and not systemized knowledge of the material, with only basic and not deep mention of theories, concepts, terms, with more than 3 mistakes or omissions. The structure of the answer is incoherent.</td>
</tr>
<tr>
<td>«Fail» (0-3)</td>
<td>Fails to demonstrate any appropriate knowledge.</td>
</tr>
</tbody>
</table>
Preliminary Questions for the Exam

2. Internet and Democratization: Cyber-Optimists
3. Internet and Democratization: Cyber-Pessimists
4. Internet Censorship in Authoritarian Countries: Basic and Regional Trends
5. Internet – based Propaganda and “Astroturfing” in Non-Democracies: China and Beyond
6. Dataveillance in Autocracies and Democracies: Ethical and Political Aspects
7. Consultative and Deliberative Authoritarianism Online: Theories and Mechanisms
8. E-Government and E-Participation in Non-Democracies: Origins and Effects
9. Modes of the Internet Regulation (L. Lessig)
10. Digital Economy and Authoritarian Stability
11. Global Internet Governance: Multistakeholderism vs. Multilateralism
12. Data Nationalism and Information Sovereignty: Basic and Regional Trends

Annex 3

Recommendations for students

Recommendations for essay

The essay is written individual assignment aimed at mastering academic and research skills of the students. The aim of the essay is to analyze one or several aspects of the Internet use by non-democratic governments, using a theoretical framework and empirical evidence.

The sample topics are:

1. Does the Internet Cause Democratization? (Evidence from the Arab Spring);
2. E-Participation and Authoritarian Consolidation in China
3. Data Nationalism and Digital Economy in the Middle East

A student is free to offer her / his own topic, provided it is approved by the lecture and meets the following criteria:

- The essay should be problem oriented and presume that argument is based on theoretical knowledge and empirical evidence;
- The topic should be relevant to the course and be reflected in one of the course chapters;
- The essay must include elements of empirical research, based on case-study, statistics etc.

Formal requirements are:

- The volume of the essay should not exceed 25-30 thousand characters, including spaces and references;
- The essay should be written in English and meet the standards of academic writing and academic style;
- The essay should have at least 5 academic reference items, as well as sources of empirical evidence (news, rankings, reports etc.)
Substantive requirements are:

- The essay should have a clear statement of a problem, with the use of concepts and theories within the subject;
- The essay should have analysis and clear argument supported by theoretical and empirical means.

**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.