**Comparative Political Behavior**

**POLS 4520-001, Fall (2018)**

**MWF 12:20 pm – 1:15 pm**

**Matthews-Daniel 204**

**Professor:** Ronald J. McGauvran

**Office Hours:** D/D time-time,

 (Or by Appointment)

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**Course Description:**

The study of comparative political behavior is a study of what people think of their government and its leaders, how (or whether) they participate in politics, and what they do or say about a host of political issues, as these issues greatly affect the further strengthening or erosion of democracy and democratic ideals. As such, this class will focus on research questions related to cross-national differences and similarities in public opinion, voting behavior, and other forms of political participation. We begin with a discussion of mass belief systems, how they foster political participation, and their effect on an individual’s orientation to politics. We will then cover topics related to voter turnout, participation in non-electoral activities including political protest, and the debate over the role of “social capital” in stimulating participation and positive democratic outcomes. We then turn to alternative models of voter choice that emphasize: social group cleavages such as class, gender, ethnicity and religion; social-psychological models emphasizing partisan attachments, issue attitudes and candidate appeals; and economic models emphasizing macro-economic outcomes and voter perceptions of government performance as primary explanatory factors. The last section of the course is devoted to the relationship between public opinion, democratic values and the development and stability of democratic regimes.

**Required Text:**

* Dalton, Russell J. 2013. *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Societies, 6th edition.* New York, NY: Sage CQ Press. ISBN: 9781452203003

**Learning Objectives:**

* Understand and explain how differences in institutional arrangements affect participation.
* Explain the origins of sovereignty and how it is expressed in different forms of government.
* Describe how participation, in its various forms, occurs in a comparative perspective.
* Critically evaluate the political institutions of different democratic systems
* Apply political and social scientific methods to understanding political phenomena.

**Course Requirements:** Students are responsible for all the material in the readings and discussed in lectures. This includes both readings from the required texts (which will be furthermore referred to as CP) as well as additional assigned readings. All assigned readings, excluding CP, will come from either peer-reviewed research articles or textbooks published by university presses. It is extremely important that each student attends class, as some material needed for exams and papers will only be covered during the class periods. Additional materials may be posted as circumstances arise.

Meeting with Professor (5 Points): At the beginning of the semester you will schedule an approximately 10 minute meeting with the professor to discuss your political science interest. This meeting will be help the professor know what the class finds interesting so that he may tailor in-class examples to your interests.

Class Participation (10 Points): At no point throughout the semester will the professor take attendance. However, as an upper division class you are expected to participate, share your insights, opinions, and help foster a productive learning environment. Therefore, you will earn class participation points by participating in class.

News Article (10 Points): At the beginning of each Monday’s class, one student will bring in a news article on participation internationally and discuss it with the class. This discussion should include a short summation of the article, including important background information, a discussion of the implications of the event in the article, and generate at least 2 questions for discussion. Each student is responsible for one article, and only one article a week can be presented.

Journal Article Review (10 Points): I will assign one research article a week, published in a top 3, and each Wednesday one student will do a 5 minutes presentation on their review of the article. Each student is responsible for reading and writing one article review during the semester and presenting the article to the class. Each article can only be reviewed by one student, and articles will be assigned at the beginning of the semester.

Research Proposal (35 Points): A research proposal will look like an empirical journal article, only without the actual analysis. Thus is will include a statement of a research question or puzzle, a review of the literature related to the topic, theoretical arguments that can be used to provide an answer to the question, hypotheses drawn from these theories that can be tested empirically, and a description of what empirical evidence and methods will be used to test these hypotheses (including how the hypotheses could be falsified); it can of course also contain some initial analysis of the data. Writing a research proposal give you a chance to really explore the important questions in writing a paper (a good question, relationship to the literature, research design, appropriate and available data) without the pressure of also having to complete the data analysis

Midterm and Final Exam (15 Points each): There are two exams in this class. You may think of them as a midterm and a final, and they will generally correspond to the first-half, and second-half, of the semester, however they will cover completely different material. The questions on the exams will be short answer and essay form and will be drawn from both the readings and the classroom discussions. Answers should refer to the readings and arguments discussed in class. Exams must be written in a blue book in pen. Dates for the exams are on the course schedule; both exams will be held in our classroom. I strongly encourage each student to show up early on these days, no one will be able to start the exam after the first person has finished. **On exam days, you are responsible for bringing a Blue Book to class for the Exam.** The exams may be re-scheduled only in the most extreme circumstances, and make-ups will be given on a case-by-case basis.

**Grading Policy:** Final letter grades will be assigned according to the following schedule: 90points+ is an A, 80-89points is a B, 70-79 points is a C, 60-69 points is a D, and less than 60 points is an F.

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| **Assignment** | **Points** |
| Meeting With Instructor | 5 |
| Class Participation  | 10 |
| News Article | 10 |
| Journal Article Review  | 10 |
| Research Proposal | Rough Draft | 5 |
| Peer Review | 10 |
| Final Draft | 20 |
| Midterm Exam | 15 |
| Final Exam | 15 |
| **Total:** | **100** |

Grades will neither be rounded up nor will they be rounded down. The policy on late work is specific to the assignment type; please see above for specifics. There will be no work accepted later than 11:59pm on the last Friday of regular classes.

**Extra Credit:** There are bound to be opportunities to receive extra credit throughout the semester. These opportunities will be completely on the whim of the professor and will not be granted upon asking.

**Attendance and Participation:** Attendance will not be taken in this course, but all students are expected to attend. Students who are not present are solely responsible for finding out what material was covered and information about assignments. Not attending is no excuse for making up late work or exams. Make-up assignments and exams may be given on a case-by-case basis determined by the instructor. In order to be eligible to take a make-up exam or to make-up a class assignment, the absence must be a university-sponsored absence or an emergency (with documentation).

**Electronic Devices:** Cellphones, tablets, and laptop computers are ubiquitous on college campuses. Although this is understandably asking a lot, it is strongly advised that students use classroom time for classroom objectives. Please just be respectful citizens and do not let device use distract others.

**Classroom Decorum:** A university setting is a fertile ground for the exchange of ideas. Students are certainly encouraged to express their thoughts relevant to this class. However, students must do so in a respectful manner. If a student is unable to conduct him or herself in a means that is conducive to a learning atmosphere, that student will be removed from class. This includes demonstrating respect for fellow students, as well as for the Professor. For example, it is unacceptable to come to class late, leave class early, sleep during class, or surf the internet during class.

**Email Etiquette:** Email is the preferred means of communication for the Professor. When a student emails the Professor they need to follow some basic rules. First, insert the course title and number into the subject line of the message. Second, plainly identify who the sender is and articulate the content of the message clearly. This means that text message or instant message speak should not be used. Finally, before emailing the professor, the student should review the syllabus. It is very likely that the answers to the students question(s) can be found by simply examining this syllabus. You can prove to me that you have read the syllabus by sending me an email titled, “Escapade.” In that email, copy and paste the lyrics to “Escapade” from *Janet Jackson’s Rhythm Nation 1814* and send me a YouTube link for the music video so that I may enjoy it. You will receive 2 points of extra credit for this exercise if you do this by 9am (my email time) Friday December 7th, 2018. Failure to follow these simple rules will generally result in a non-response from the target of the email communication.

**Academic Integrity:** Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](https://tntech.policytech.com/?auto=false)

**Disability Accommodations:** Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech’s Policy 340 – Services for Students with Disabilities at Policy Central.

**Sexual Discrimination, Harassment, & Assault**: TTU is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. TTU has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

**Course Evaluations:** Each student will have an opportunity to evaluate this class at the end of the semester.

**Revision to Syllabus:** The Professor reserve the right to amend, change, discard, or lampoon any or all of this syllabus at any time during the semester as they see fit. Until such point that the professor sees fit to change any section of this syllabus, its word is law, and will remain the guiding document of his class. Any or all spelling, grammatical, logical, or pedagogical mistakes contain within these pages are the sole fault of the public school system of the state of Oregon, from whom the professor received a free education. If a student has any comments or concerns regarding this syllabus, feel free to write them on the back of a mint condition Action Comics #1 and send to Ronald J McGauvran, Department of Sociology and Political Science, Tennessee Tech University, 720 Quadrangle, Cookeville, TN 38505.

**Detailed Reading List:**

**WEEK 1 (8/27-8/31): Welcome and Introduction**

* CITIZEN POLITICS: Chapter 1

**WEEK 2 (9/5-9/7): Mass Opinion and Attitude Formation**

* CITIZEN POLITICS: Chapter 2
* Zaller, John. 1991. “Information, Values, and Opinion.” *American Political Science Review* 85 (4): 1215-37.
	+ Suggested Reading: Alford, John R., Carolyn L. Funk, and John R. Hibbing. 2005. “Are Political Orientations Genetically Transmitted?” *American Political Science Review* 99 (2): 153-67.

**WEEK 3 (9/10-9/14): Participation and Voter Turnout**

* CITIZEN POLITICS: Chapter 3
* Downs, Anthony. 1957. An Economic Theory of Democracy. New York: Harper Collins, Chapter 14.
	+ Suggested Reading: Aldrich, John H. 1993. “Rational Choice and Turnout.” *American Journal of Political Science* 37 (1): 246-78.

**WEEK 4 (9/17-9/21): Civil Society, Social Networks and Social Capital**

* CITIZEN POLITICS: Chapter 4 (p.63-72)
* Putnam: Chapter 5
	+ Suggested Reading: Mutz, Diana C. 2002. "The Consequences of Cross-Cutting Networks for Political Participation." *American Journal of Political Science* 46 (4): 838-55.

**WEEK 5 (9/24-9/28): Protest**

* CITIZEN POLITICS: Chapter 4 (p.73-82)
* Power in Movements: Chapter 1
	+ Suggested Reading: Beissinger, Mark R. 2013. "The semblance of democratic revolution: Coalitions in Ukraine's orange revolution." *American Political Science Review* 107(3): 574-592.

**WEEK 6 (10/1-10/5): The Formation and Consequences of Partisan Identification**

* CITIZEN POLITICS: Chapter 6
* Franklin, Charles H., and John E. Jackson. 1983. “The Dynamics of Party Identification.” *American Political Science Review* 77 (4): 957-73.
	+ Suggested Reading: Lupu, Noam. 2015. “Party Polarization and Mass Partisanship: A Comparative Perspective.” *Political Behavior* 37 (2): 331-56.

**WEEK 7 (10/8-10/12): Spatial Models of Vote Choice**

* CITIZEN POLITICS: Chapter 7
* Downs, Anthony. 1957. An Economic Theory of Democracy. New York: Harper Collins, Chapter 3
	+ Suggested Reading: Macdonald, Stuart Elaine, George Rabinowitz, and Ola Listhaug. 1998. “On Attempting to Rehabilitate the Proximity Model: Sometimes the Patient Just Can’t Be Helped.” *Journal of Politics* 60 (3): 653-90.

**WEEK 8 (10/17-10/19): Race, Ethnicity, and Political Behavior**

* Race, Ethnicity, and Political Behavior – Oxford Research Encyclopedia
	+ Suggested Reading: Ishiyama, John, and Marijke Breuning. 2011. "What’s in a name? Ethnic party identity and democratic development in post-communist politics." *Party Politics* 17(2): 223-241.

**WEEK 9 (10/22-10/26): Economic Voting**

* CITIZEN POLITICS: Chapter 8
* Powell, G. Bingham, and Guy D. Whitten. 1993. “A Cross-National Analysis of Economic Voting: Taking Account of the Political Context.” American Journal of Political Science 37 (2): 391-414.
	+ Suggested Reading: Remmer, Karen L. 1991. “The Political Impact of Economic Crisis in Latin America in the 1980s.” *American Political Science Review* 85 (3): 777-800.

**WEEK 10 (10/29-11/2): Foreign Policy, Conflict, and Behavior**

* CITIZEN POLITICS: Chapter 10
* Aldrich, John H., John L. Sullivan, and Eugene Borgida. 1989. “Foreign Affairs and Issue Voting: Do Presidential Candidates ‘Waltz before a Blind Audience?’.” Ame*rican Political Science Review* 83 (1): 123-41.
	+ Suggested Reading: Gartner, Scott Sigmund. 2008. “The Multiple Effects of Casualties on Public Support for War: An Experimental Approach.” *American Political Science Review* 102 (1): 95-106.

**WEEK 11 (11/5-11/9): Representation**

* CITIZEN POLITICS: Chapter 11
* The Communist Exit in East Central Europe and its Consequences
	+ Suggested Reading: Hughes, Melanie M. 2011. "Intersectionality, Quotas, and Minority Women's Political Representation Worldwide." *American Political Science Review* 105(3): 604-20.

**WEEK 12 (11/12-11/16): Modernization, Political Culture and Legitimacy**

* Inglehard and Welezen: Chapter 1 & 2
	+ Suggested Reading: Tessler, Mark. 2002. "Islam and democracy in the Middle East: The impact of religious orientations on attitudes toward democracy in four Arab countries." *Comparative Politics* 34(3): 337-354.

**WEEK 13 (11/19): Cooperation and Friendship**

* NO READINGS

**WEEK 14 (11/26-11/30): Attitudes toward Democracy**

* CITIZEN POLITICS: Chapter 12
* Anderson, Christopher J., and Christine A. Guillory. 1997. “Political Institutions and Satisfaction with Democracy: A Cross-National Analysis of Consensus and Majoritarian Systems.” *American Political Science Review* 91 (1): 66-81.
	+ Suggested Reading: Krieckhaus, Jonathan, Byunghwan Son, Nisha Mukherjee Bellinger, and Jason M. Wells. 2014. “Economic Inequality and Democratic Support.” *Journal of Politics* 76 (1): 139-51.

**WEEK 15 (12/3-12/7): When Institutions Break Down**

* Collier, Paul, and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56(4): 563-595.
* Mueller, John. 2000. "The Banality of “Ethnic War”." *International Security* 25(1): 42-70.
	+ Suggested Reading: *IF NEEDED*