



Australian  
National  
University

## POLS4039/POLS8039 Comparative Political Behavior

Semester 1, 2022

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<b>Course Convener:</b>	Dr. Thiago Nascimento da Silva
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Website:	<a href="http://thiagosilvaphd.com">http://thiagosilvaphd.com</a>
Office Hours:	Wednesdays, 5:00 p.m. - 7:00 p.m (or by appointment).
Zoom:	[URL omitted.]
<b>Mode of Delivery:</b>	Online
Class Time:	Thursdays, 5:00 p.m. - 7:00 p.m.
Zoom:	[URL omitted.]
<b>More Info:</b>	<a href="https://programsandcourses.anu.edu.au/2022/course/POLS4039">https://programsandcourses.anu.edu.au/2022/course/POLS4039</a> <a href="https://programsandcourses.anu.edu.au/2022/course/POLS8039">https://programsandcourses.anu.edu.au/2022/course/POLS8039</a>

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### Course description:

This is a comprehensive seminar in comparative political behavior, in which we will discuss a variety of theories developed to explain political phenomena such as the formation of partisan identification, political mobilization, the decision to vote and its calculus, the influence of economic factors on this calculus, and how domestic and foreign policies influence voters' behaviors. The readings will introduce you to the diverse methodological approaches used to test the empirical expectations derived from these theories. Overall, the course is designed to prepare students to better understand political behavior phenomena through the analytical lens of a comparative approach, help students enhance their research skills, and prepare them to conduct independent research.

**Course Schedule:**

<b>Week</b>	<b>Date</b>	<b>Class Topic</b>
1	24 February	Introduction: Defining Political Behavior
2	3 March	Political Formation and Party Identification
3	10 March	Political Knowledge and Sophistication
4	17 March	Mobilization and Campaign Effects
5	24 March	Political Participation and Voter Turnout
6	31 March	Spatial Models of Vote Choice
		Mid-Semester Break
7	21 April	Economic Voting
8	28 April	The Limits of Political Accountability
9	5 May	Voters' Party Perceptions and Representation
10	12 May	Compulsory Voting
11	19 May	Ethnicity and Identity
12	26 May	Foreign Policy and War Voting

**Reading Requirements:**

For each class, there will be compulsory readings and optional readings. The latter provide opportunities to better understand the topic, but are not compulsory. There is no textbook for this course. The required readings consist of articles and book chapters, which will be provided on the Wattle website.

*Note: We will be using Wattle to upload the required readings, display grades, give feedback, and make announcements: [URL omitted].*

**Learning Outcomes:**

Upon successful completion of this course, students will have the knowledge and skills to:

1. Identify the concepts that influence the dynamics of political behaviour;
2. Understand the sources of these concepts and their theoretical applications;
3. Critically research, analyse, and evaluate theories of political behaviour, and;
4. Develop skills for empirical research and analyses in order to effectively communicate their own perspectives on key concepts and theories of political behaviour.

**Assessment Requirements:**

Assessment Task	Value	Due Date	Learning Outcomes
1. Class Participation	20%	N/A	1, 2, & 3
2a. Response Paper 1	10%	31/03/2022, 17H	1, 2, 3, & 4
2b. Response Paper 2	10%	28/04/2022, 17H	1, 2, 3, & 4
2c. Response Paper 3	10%	12/05/2022, 17H	1, 2, 3, & 4
3. Final Paper	50%	16/06/2022, 17H	1, 2, 3, & 4

**Assessment Details:**

- *Assessment Task 1: Class Participation (20%).* Students are expected to attend all classes and course activities. Students are required to have completed the required readings before each class, and should be prepared to discuss the required readings during class. Options that take into account the evolving COVID-19 situation will be available (see Wattle site for further detail).
- *Assessment Task 2: Three Response Papers (30% total; 10% each).* For three of the seminar weeks, students will be required to prepare a maximum 2,000 word paper (+/- 10%), comparing two or more readings assigned in a week of the course. The topic of this paper is entirely up to the student: it could focus on a particularly theory, raise points about the research design of an article, or address issues related to the data analysis. However, a

mere summary of literature is not recommended. Further detail will be provided on Wattle. These papers are to be submitted via *Turnitin* at least one hour before that week's class. A couple of things to keep in mind as you attempt to maximize the quality of your response paper:

1. Criticism is often the starting point of thoughts about readings. This is fine, but criticisms without constructive suggestions for improvements are of little value.
  2. Asking questions is a reasonable place to start, but you should also try to suggest answers.
- *Assessment Task 3: Final Paper (50%)*. The final paper, a research proposal of 4000 words (+/- 10%), provides students with an opportunity to prepare a solid base for their further research, including a thesis if applicable. It should include a clear and feasible 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 research question, hypotheses derived 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. Students should attempt to clearly demonstrate the potential theoretical or empirical contribution of their research proposals to the existing literature(s). Further detail will be provided on Wattle. **The final paper is due Thursday 16 June 2022, 17:00h.**

### Grading Policy:

The grading scale for this class follows the standard grade distribution provided in [http://policies.anu.edu.au/policies/assessment\\_of\\_student\\_learning/policy](http://policies.anu.edu.au/policies/assessment_of_student_learning/policy)

- HD (80-100%):** Work of exceptional quality, which demonstrates comprehensive understanding of the subject matter, mastery of relevant skills, sophisticated or original critical and conceptual analysis, and outstanding quality in clarity, precision and presentation of work.
- D (70-79%):** Work of superior quality, which demonstrates a thorough knowledge and understanding of the subject matter, proficiency in relevant skills, and analytical and conceptual ability of a high order.
- C (60-69%):** Work of good quality, which displays a good understanding of the subject matter and a sound grasp of relevant skills.

- P (50-59%):** Work of satisfactory quality, which displays an adequate understanding of most of the subject matter and a sufficient grasp of relevant skills.
- N (0-49%):** Work which is incomplete or displays an inadequate understanding of the subject matter or an inadequate grasp of relevant skills.

### **Class and University Policies**

**Assessment Requirements:** The ANU is using *Turnitin* to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding *Turnitin* please visit the Academic Skills website. In rare cases where online submission using *Turnitin* software is not technically possible; or where not using *Turnitin* software has been justified by the Course Convener and approved by the Associate Dean (Education) on the basis of the teaching model being employed; students shall submit assessment online via 'Wattle' outside of *Turnitin*, or failing that in hard copy, or through a combination of submission methods as approved by the Associate Dean (Education). The submission method is detailed below.

**Online Submission:** You will be required to electronically sign a declaration as part of the submission of your assignment. Please keep a copy of the assignment for your records. Unless an exemption has been approved by the Associate Dean (Education) submission must be through *Turnitin*.

**Extensions and Penalties:** Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure. Extensions may be granted for assessment pieces that are not examinations or take-home examinations. If you need an extension, you must request an extension in writing on or before the due date. If you have documented and appropriate medical evidence that demonstrates you were not able to request an extension on or before the due date, you may be able to request it after the due date.

**Late Submission:** Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item. Late submission is not accepted for take-home examinations.

**Educational Policies:** ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards,

and implement them. Students are expected to have read the Academic Integrity Rule before the commencement of their course. Other key policies and guidelines include:

- Academic Integrity Policy and Procedure
- Student Assessment (Coursework) Policy and Procedure
- Special Assessment Consideration Guideline and General Information
- Student Surveys and Evaluations
- Deferred Examinations
- Student Complaint Resolution Policy and Procedure
- Code of Practice for Teaching and Learning

**Mark Moderation:** Marks that are allocated during Semester are to be considered provisional until formalised by the College examiners meeting at the end of each Semester. If appropriate, some moderation of marks might be applied prior to final results being released.

**Distribution of Grades:** Academic Quality Assurance Committee monitors the performance of students, including attrition, further study and employment rates and grade distribution, and College reports on quality assurance processes for assessment activities, including alignment with national and international disciplinary and interdisciplinary standards, as well as qualification type learning outcomes. Since first semester 1994, ANU uses a grading scale for all courses. This grading scale is used by all academic areas of the University.

**Referencing Requirements:** Accepted academic practice for referencing sources that you use in presentations can be found via the links on the Wattle site, under the file named “ANU and College Policies, Program Information, Student Support Services and Assessment.” Alternatively, you can seek help through the Students Learning Development website. The Academic Skills website has information to assist you with your writing and assessments. The website includes information about Academic Integrity including referencing requirements for different disciplines. There is also information on Plagiarism and different ways to use source material.

**Privacy Notice:** The ANU has made a number of third party, online, databases available for students to use. Use of each online database is conditional on student end users first agreeing to the database licensor’s terms of service and/or privacy policy. Students should read these carefully. In some cases student end users will be required to register an account with the database licensor and submit personal information, including their: first name; last name; ANU

email address; and other information. In cases where student end users are asked to submit 'content' to a database, such as an assignment or short answers, the database licensor may only use the student's 'content' in accordance with the terms of service – including any (copyright) licence the student grants to the database licensor. Any personal information or content a student submits may be stored by the licensor, potentially offshore, and will be used to process the database service in accordance with the licensors terms of service and/or privacy policy. If any student chooses not to agree to the database licensor's terms of service or privacy policy, the student will not be able to access and use the database. In these circumstances students should contact their lecturer to enquire about alternative arrangements that are available.

**Academic Integrity:** Academic integrity is a core part of the ANU culture as a community of scholars. The University's students are an integral part of that community. The academic integrity principle commits all students to engage in academic work in ways that are consistent with, and actively support, academic integrity, and to uphold this commitment by behaving honestly, responsibly and ethically, and with respect and fairness, in scholarly practice.

The University expects all staff and students to be familiar with the academic integrity principle, the Academic Integrity Rule 2021, the Policy: Student Academic Integrity and Procedure: Student Academic Integrity, and to uphold high standards of academic integrity to ensure the quality and value of our qualifications.

The Academic Integrity Rule 2021 is a legal document that the University uses to promote academic integrity, and manage breaches of the academic integrity principle. The Policy and Procedure support the Rule by outlining overarching principles, responsibilities and processes. The Academic Integrity Rule 2021 commences on 1 December 2021 and applies to courses commencing on or after that date, as well as to research conduct occurring on or after that date. Prior to this, the Academic Misconduct Rule 2015 applies.

The University commits to assisting all students to understand how to engage in academic work in ways that are consistent with, and actively support academic integrity. All coursework students must complete the online Academic Integrity Module (Epigeum), and Higher Degree Research (HDR) students are required to complete research integrity training. The Academic Integrity website provides information about services available to assist students with their assignments, examinations and other learning activities, as well as understanding and upholding academic integrity.

## **Feedback**

**Staff Feedback:** Feedback from teaching staff to students will be available on an ad hoc basis by request, and promptly (no longer than two weeks) following the submission of assessments. All assessment feedback will be delivered via Wattle in the first instance.

**Student Feedback:** ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

More information on student surveys at ANU and reports on the feedback provided on ANU courses, is provided at: <http://unistats.anu.edu.au/surveys/selt/students/> and <http://unistats.anu.edu.au/surveys/selt/results/learning/>

**Word Limits (per CASS policy):**

1. Written assessment in a 6-unit undergraduate course will normally be in the range of 4000 to 5000 words, including examinations, or equivalent. This word limit may be increased by 10% to accommodate the use of the Harvard, or other in-text, referencing system in which references are placed in the body of the main text.
2. Written assessment in a 6-unit postgraduate course will normally be in the range of 5000 to 6000 words, including examinations, or equivalent. This may be increased by 10% to accommodate the use of the Harvard, or other in-text, referencing system in which references are placed in the body of the main text.
3. Assessment in double-weighted courses should normally have double the word count.
4. Bibliographies and footnotes using the Oxford (or other end-note or footnote) system of referencing will not be included in the word count, though notes will be assessed to ensure conformity with footnoting and disciplinary conventions.
5. Appendices and tables will not be included in the word count.
6. There should be an appropriate relationship between the word length of a particular piece of assessment and its weighting in the total assessment regime.
7. Where an assignment exceeds the prescribed word length, no penalty will be applied for the initial 10% excess words. Thereafter a 10% penalty will apply.
8. Students will declare the word length, without appendices, bibliography and Oxford-style footnotes on the cover sheet submitted with their assignment.

**Students with a Disability:** The Australian National University and the instructor of this course support students with disability to ensure full and equal access to their studies without disadvantage. If you believe you have a disability requiring an accommodation, please contact the



Australian National University's Disability Services at [access.inclusion@anu.edu.au](mailto:access.inclusion@anu.edu.au). For additional information, visit "students-with-a-disability" site [link here].

**Diversity Statement:** The instructor of this course supports the Australian National University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints. For more information, visit "equity-and-diversity" site [link here]

**Laptop and phone policy:** In order to ensure an active participation and to keep your attention on the important things (our class), please avoid distracting yourself through (unnecessary) electronic devices or applications. For further insights on the consequences of multitasking, I recommend the study by Bellur, Nowak, and Hull (2015) (<https://bit.ly/2GnyTf2>). They found that in-class multitasking leads to significantly lower performance.

**Support for Students:** The University offers students support through several different services. You may contact the services listed below directly or seek advice from your Course Convener, Student Administrators, or your College and Course representatives (if applicable).

- [ANU Health, safety & wellbeing](#) for medical services, counselling, mental health and spiritual support.
- [ANU Access & inclusion](#) for students with a disability or ongoing or chronic illness.
- [ANU Dean of Students](#) for confidential, impartial advice and help to resolve problems between students and the academic or administrative areas of the University.
- [ANU Academic Skills](#) supports you make your own decisions about how you learn and manage your workload.
- [ANU Counselling Centre](#) promotes, supports and enhances mental health and wellbeing within the University student community.
- [ANUSA](#) supports and represents undergraduate and ANU College students.
- [PARSA](#) supports and represents postgraduate and research students.

## Course Outline:

### Week 0: Preparation

*Before our first class, I want you to be aware of the organization of this course.*

1. Please read this course guide carefully, as it lists the rules, policies, and goals of this course, the required readings, the assignments and deadlines, how grades will be determined, when exams will be given, and other important information of your interest.
2. Please watch the course's "Introductory" lecture video available on Wattle.
3. Please complete the "About You" survey available in Wattle. In the survey, you will be asked to answer some open questions related to your expectations for this course, and to provide feedback on technical matters related to your online access to the classes.

### Week 1

#### 24 February. Introduction: Defining Political Behavior

*This session will introduce you to the seminar in general, give a brief outline of the course, and address organizational issues related to the course. We will then have a short introduction to what political behavior means. For that, we will read before our first class the book chapter by Clark, Golder, and Golder (2017), in which an Exit, Voice, and Loyalty (EVL) Game, based on the seminal work of Albert Hirschman (1970), is presented. EVL is a parsimonious game-theoretical model that captures the key elements of many political activities such as elections, protests, and the relationship between citizens and the government.*

**Note:** *No prerequisites in game theory is assumed for this class. The basic elements to understand and discuss the required reading will be provided by the instructor in class.*

Compulsory reading:

- Clark, William R., Golder, Matt, and Golder, Sona N. 2017. "What is Politics?" Chap. 3 in *Principles of Comparative Politics*, 47–74. Thousand Oaks: CQ Press.

Optional further readings:

- \* Hirschman, Albert O. 1970. *Exit, voice, and loyalty: Responses to decline in firms, organizations, and states*. Cambridge: Harvard University Press.

- \* Dowding, Keith et al. 2000. "Exit, voice and loyalty: Analytic and empirical developments" . *European Journal of Political Research* 37 (4): 469–495.
- \* Dowding, Keith and John, Peter. 2012. *Exits, voices and social investment: Citizens' reaction to public services*. Cambridge University Press.

## **Week 2**

### **3 March. Political Formation and Party Identification**

Compulsory readings:

- Jennings, M. Kent. 2007. "Political Socialization" . Chap. 2 in *The Oxford Handbook of Political Behavior*, ed. by Dalton, Russel and Klingemann, Hans-Dieter, 29–44. Oxford: Oxford University Press.
- Green, Donald, Palmquist, Bradley, and Schickler, Eric. 2008. "Partisan groups as objects of identification" . Chap. 2 in *Partisan hearts and minds*, 24–51. New Haven: Yale University Press.

Optional further readings:

- \* Sapiro, Virginia. 2004. "Not your parent's political socialization: introduction for a new generation" . *Annual Review of Political Science* 7: 1–23.
- \* Goren, Paul. 2005. "Party identification and core political values" . *American Journal of Political Science* 49 (4): 881–896.
- \* Michelitch, Kristin and Utych, Stephen. 2018. "Electoral Cycle Fluctuations in Partisanship: Global Evidence from Eighty-Six Countries" . *The Journal of Politics* 80 (2): 412–427.

## **Week 3.**

### **10 March. Political Knowledge and Sophistication**

Compulsory readings:

- Zaller, John. 1991. "Information, values, and opinion" . *American Political Science Review* 85 (4): 1215–1237.
- Lau, Richard R. and Redlawsk, David P. 1997. "Voting correctly" . *American Political Science Review* 91 (3): 585–598.

- Munger, Kevin et al. 2022. “Political knowledge and misinformation in the era of social media: Evidence from the 2015 UK election”. *British Journal of Political Science* 52 (1): 107–127.

Optional further readings:

- \* Dolan, Kathleen. 2011. “Do women and men know different things? Measuring gender differences in political knowledge”. *The Journal of Politics* 73 (1): 97–107.
- \* Benoit, Kenneth, Munger, Kevin, and Spirling, Arthur. 2019. “Measuring and explaining political sophistication through textual complexity”. *American Journal of Political Science* 63 (2): 491–508.
- \* Bernhard, Rachel and Freeder, Sean. 2020. “The more you know: Voter heuristics and the information search”. *Political Behavior* 42 (2): 603–623.

## **Week 4.**

### **17 March. Mobilisation and Campaign Effects**

Compulsory readings:

- Karp, Jeffrey A., Banducci, Susan A., and Bowler, Shaun. 2008. “Getting out the vote: Party mobilization in a comparative perspective”. *British Journal of Political Science* 38 (1): 91–112.
- Kalla, Joshua L. and Broockman, David E. 2018. “The minimal persuasive effects of campaign contact in general elections: Evidence from 49 field experiments”. *American Political Science Review* 112 (1): 148–166.
- Magalhães, Pedro C., Aldrich, John H., and Gibson, Rachel K. 2020. “New forms of mobilization, new people mobilized? Evidence from the Comparative Study of Electoral Systems”. *Party Politics* 26 (5): 605–618.

Optional further readings:

- \* Cox, Gary W. 1999. “Electoral rules and the calculus of mobilization”. *Legislative Studies Quarterly*, 387–419.
- \* Cox, Gary W. 2010. “Swing voters, core voters, and distributive politics”. Chap. 13 in *Political Representation*, ed. by Shapiro, Ian et al., 342–357. Cambridge: Cambridge University Press.
- \* Kim, Young Mie et al. 2018. “The stealth media? Groups and targets behind divisive issue campaigns on Facebook”. *Political Communication* 35 (4): 515–541.

## **Week 5.**

### **24 March. Political Participation and Voter Turnout**

Compulsory readings:

- Blais, André. 2006. “What affects voter turnout?” *Annual Review of Political Science* 9: 111–125. [Read this one first.]
- Brady, Henry E., Verba, Sidney, and Schlozman, Kay L. 1995. “Beyond SES: A resource model of political participation”. *American Political Science Review* 89 (2): 271–294.
- Frank, Richard W. and Coma, Ferran Martínez i. 2021. “Correlates of Voter Turnout”. *Political Behavior*, 1–27.

Optional further readings:

- \* Karp, Jeffrey A. and Banducci, Susan A. 2008. “Political efficacy and participation in twenty-seven democracies: How electoral systems shape political behaviour”. *British Journal of Political Science* 38 (2): 311–334.
- \* Green, Donald P., McGrath, Mary C., and Aronow, Peter M. 2013. “Field experiments and the study of voter turnout”. *Journal of Elections, Public Opinion and Parties* 23 (1): 27–48.
- \* Araújo, Victor and Gatto, Malu A.C. 2021. “Casting ballots when knowing results”. *British Journal of Political Science*, 1–19.

## **Week 6.**

### **31 March. Spatial Models of Vote Choice**

Compulsory readings:

- Downs, Anthony. 1957. *An economic theory of democracy*. New York: Harper Collins. Chapters 2, 3, 7, and 8.
- Aldrich, John H. 1993. “Rational choice and turnout”. *American Journal of Political Science*, 246–278.

Optional further readings:

- \* Stokes, Donald E. 1963. “Spatial models of party competition”. *American Political Science Review* 57 (2): 368–377.

- \* Ferejohn, John A. and Fiorina, Morris P. 1974. "The paradox of not voting: A decision theoretic analysis". *American Political Science Review* 68 (2): 525–536.
- \* Feddersen, Timothy J. 2004. "Rational choice theory and the paradox of not voting". *Journal of Economic Perspectives* 18 (1): 99–112.

## **Week 7.**

### **21 April. Economic Voting**

Compulsory readings:

- Duch, Raymond M. and Stevenson, Randolph T. 2008. *The Economic Vote: How Political and Economic Institutions Condition Election Results*. New York: Cambridge University Press. *Chapters 2 and 3. Pages: 39–61. [Read this one first.]*
- Powell, Jr., G. Bingham and Whitten, Guy D. 1993. "A Cross-National Analysis of Economic Voting: Taking Account of the Political Context". *American Journal of Political Science* 37 (2): 391–414.

Optional further readings:

- \* Kinder, Donald R. and Kiewiet, D. Roderick. 1981. "Sociotropic politics: the American case". *British Journal of Political Science* 11 (2): 129–161.
- \* Evans, Geoffrey and Andersen, Robert. 2006. "The political conditioning of economic perceptions". *The Journal of Politics* 68 (1): 194–207.
- \* Lewis-Beck, Michael S. and Stegmaier, Mary. 2007. "Economic models of voting". Chap. 27 in *The Oxford handbook of political behavior*, 518–537. Oxford: Oxford University Press.

## **Week 8.**

### **28 April. The Limits of Political Accountability**

Compulsory readings:

- Pavão, Nara. 2018. "Corruption as the only option: The limits to electoral accountability". *The Journal of Politics* 80 (3): 996–1010.
- Cantú, Francisco. 2019. "Groceries for votes: The electoral returns of vote buying". *The Journal of Politics* 81 (3): 790–804.

Optional further readings:

- \* Tavits, Margit. 2007. "Clarity of responsibility and corruption". *American Journal of Political Science* 51 (1): 218–229.
- \* Nichter, Simeon. 2008. "Vote buying or turnout buying? Machine politics and the secret ballot". *American Political Science Review* 102 (1): 19–31.
- \* Giger, Nathalie and Klüver, Heike. 2016. "Voting against your constituents? How lobbying affects representation". *American Journal of Political Science* 60 (1): 190–205.

## **Week 9.**

### **5 May. Voters' Party Perceptions and Representation**

**Guest speaker: Annika Werner.**

Compulsory readings:

- Adams, James. 2012. "Causes and electoral consequences of party policy shifts in multiparty elections: Theoretical results and empirical evidence". *Annual Review of Political Science* 15: 401–419.
- Werner, Annika. 2019. "What voters want from their parties: Testing the promise-keeping assumption". *Electoral Studies* 57: 186–195.
- Fortunato, David. 2021. "Parties and Voters under Coalition Governance". Chap. 3 in *The Cycle of Coalition: How Parties and Voters Interact under Coalition Governance*, 20–39. Cambridge: Cambridge University Press.

Optional further readings:

- \* Adams, James et al. 2004. "Understanding change and stability in party ideologies: do parties respond to public opinion or to past election results?" *British Journal of Political Science* 34 (4): 589–610.
- \* Adams, James, Ezrow, Lawrence, and Somer-Topcu, Zeynep. 2014. "Do voters respond to party manifestos or to a wider information environment? An analysis of mass-elite linkages on European integration". *American Journal of Political Science* 58 (4): 967–978.
- \* Werner, Annika. 2019. "Voters' preferences for party representation: Promise-keeping, responsiveness to public opinion or enacting the common good". *International Political Science Review* 40 (4): 486–501.

## **Week 10.**

### **12 May. Compulsory Voting**

Compulsory readings:

- Panagopoulos, Costas. 2008. “The calculus of voting in compulsory voting systems” . *Political Behavior* 30 (4): 455–467.
- Sheppard, Jill. 2015. “Compulsory voting and political knowledge: Testing a ‘compelled engagement’ hypothesis” . *Electoral Studies* 40: 300–307.
- Singh, Shane P. 2021. “The Consequences of Compulsory Voting” . Chap. 2 in *Beyond Turnout: How Compulsory Voting Shapes Citizens and Political Parties*, 38–56. Oxford: Oxford University Press.

Optional further readings:

- \* Bechtel, Michael M, Hangartner, Dominik, and Schmid, Lukas. 2016. “Does compulsory voting increase support for leftist policy?” *American Journal of Political Science* 60 (3): 752–767.
- \* Cepaluni, Gabriel and Hidalgo, F. Daniel. 2016. “Compulsory voting can increase political inequality: evidence from Brazil” . *Political Analysis* 24 (2): 273–280.
- \* Dassonneville, Ruth et al. 2019. “Compulsory voting rules, reluctant voters and ideological proximity voting” . *Political Behavior* 41 (1): 209–230.

## **Week 11.**

### **19 May. Ethnicity and Identity**

Compulsory readings:

- Hangartner, Dominik et al. 2019. “Does exposure to the refugee crisis make natives more hostile?” *American Political Science Review* 113 (2): 442–455.
- Wasow, Omar. 2020. “Agenda seeding: How 1960s black protests moved elites, public opinion and voting” . *American Political Science Review* 114 (3): 638–659.
- Mable, William, Mousa, Salma, and Siegel, Alexandra. 2021. “Can Exposure to Celebrities Reduce Prejudice? The Effect of Mohamed Salah on Islamophobic Behaviors and Attitudes” . *American Political Science Review*, 1–18.



Optional further readings:

- \* Butcher, Charles and Goldsmith, Benjamin E. 2017. "Elections, ethnicity, and political instability". *Comparative Political Studies* 50 (10): 1390–1419.
- \* Martinez i Coma, Ferran and Werner, Annika. 2019. "Compulsory voting and ethnic diversity increase invalid voting while corruption does not: an analysis of 417 parliamentary elections in 73 countries". *Democratization* 26 (2): 288–308.
- \* Sheppard, Jill, Taflaga, Marija, and Jiang, Liang. 2020. "Explaining high rates of political participation among Chinese migrants to Australia". *International Political Science Review* 41 (3): 385–401.

## **Week 12.**

### **26 May. Foreign Policy and War Voting**

Compulsory readings:

- Gadarian, Shana Kushner. 2010. "Foreign policy at the ballot box: How citizens use foreign policy to judge and choose candidates". *The Journal of Politics* 72 (4): 1046–1062.
- Koch, Michael T. and Nicholson, Stephen P. 2016. "Death and turnout: The human costs of war and voter participation in democracies". *American Journal of Political Science* 60 (4): 932–946.

Optional further readings:

- \* Aldrich, John H, Sullivan, John L, and Borgida, Eugene. 1989. "Foreign affairs and issue voting: Do presidential candidates "waltz before a blind audience?"". *American Political Science Review* 83 (1): 123–141.
- \* Blattman, Christopher. 2009. "From violence to voting: War and political participation in Uganda". *American Political Science Review* 103 (2): 231–247.
- \* Williams, Laron K., Brule, David J., and Koch, Michael T. 2010. "War voting: Interstate disputes, the economy, and electoral outcomes". *Conflict Management and Peace Science* 27 (5): 442–460.

## **Changes to Syllabus**

The instructor reserves the right to update/modify/clarify the syllabus with advance notification.