

**Democracy at Work: Voting Behavior in Comparative Perspective**  
Political Science 2998

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**Office Hours: 11-12:30 on T/Th (Oak 447)**

**Introduction/Course Overview**

Elections are the lifeblood of democracy. They potentially provide chances for voters to evaluate incumbent parties, they compel parties to endorse policy directions and court public support for them, and compel leaders to be responsive to public demands.

This class will provide a survey of cross-national variations in what people think about political questions and how they decide who to vote for. The emphasis will be on understanding why electoral competition has divergent outcomes across different countries. In doing so, we will study the changing role of class and issues in elections, how voters respond to changes in the economy, and the role of identity politics. We will also attempt to explain why elections often seem to revolve around personalities and handouts instead of programs in many contexts.

Through this course, we will see that frequently electoral competition in other countries takes on forms that are very different than what we usually experience in the U.S. Hence our intuitions about democratic politics may not automatically travel to these other contexts. Through this study, we will also see that these differences in political competition shape the way in which voters interact with the state, the types of political interests that get expressed, and the policy outputs generated by a government.

**Expectations/Grading**

The course will combine lecture and discussion. To facilitate the latter, it is expected that students will have done the assigned readings before coming to class, will be able to summarize their main arguments, and will have absorbed the descriptive facts presented in them. Some of these readings are very technical; I want you to do your best with the presentation of the statistics but to read for the main ideas and for the way in which they are tested. In class, I will discuss the readings and also present additional evidence from other studies that you will be responsible to know. The exams will draw on both the readings and lectures.

Most of your grade will come from 2 in-class exams. The midterm will consist of short-answer questions. The final exam will consist of short-answer questions covering the latter half of the course and then a comprehensive essay component. **PLEASE NOTE** that the date of the final exam will be set by the university and cannot be changed-so do not book tickets (or let family members do so) until after exams are done. Similarly, the midterm is the Thursday before Spring Break-please plan to be here.

To help encourage you to keep up with the readings and also to help you know your standing in the class, I will do 11 quizzes throughout the semester. These will be done at the start of class

and will cover all the readings for that week as well as the discussion in the previous class period. The lowest one will be dropped.

I don't expect that any of you will try to cheat by copying each other's work or using notes on the quizzes or the exam. If it were to happen, I will follow the University's misconduct policies [http://www.community.uconn.edu/academic\\_misconduct\\_faq.html](http://www.community.uconn.edu/academic_misconduct_faq.html) and will fail you for the class. Please don't do it.

Finally, I will grade on participation. Participation includes attendance in class, the ability to answer questions correctly (and ask good questions), and contributing to the discussion. Coming to class but never answering questions is not sufficient to get an "A" grade.

The break down of your grade is thus as follows:

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|------------------|-----|
| • Final Exam:    | 45% |
| • Midterm:       | 35% |
| • Quizzes        | 10% |
| • Participation: | 10% |

**There is no extra credit.**

Having said that, legitimate health, psychological, or family problems do arise throughout the semester. If this should occur, please come talk to me so that we can address their impact on your performance. Remember, however, delay makes it harder for me to help you. If problems arise, **please come talk to me early**; the best way to get out of a hole, after all, is to stop digging. Coming to my office hours if you are not understanding the material is also a good strategy- remember it is part of my job to answer your questions, but I cannot know you have them unless you ask me.

**Required Text**

The text is:

Russell Dalton's Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies (5<sup>th</sup> edition, CQ Press).

This book should be available on-line (just make sure you get the 5<sup>th</sup> edition).

We will also read from scholarly articles available from various e-journals the library subscribes to. See <http://tk8nj5xn8a.search.serialssolutions.com/> for information on how to access them.

**Topics and Readings**

- T, Jan 22<sup>th</sup>      Introduction-tips for the class
- Table 3.1 in Baglione

- Th Jan 24<sup>th</sup> How do we know who wins? Electoral systems
- Chapter 2-3, Electoral System Design: the New International IDEA Handbook
    - [http://www.idea.int/publications/esd/upload/esd\\_chapter2.pdf](http://www.idea.int/publications/esd/upload/esd_chapter2.pdf)
    - [http://www.idea.int/publications/esd/upload/esd\\_chapter3.pdf](http://www.idea.int/publications/esd/upload/esd_chapter3.pdf)
- T Jan 29<sup>h</sup> What do people fight about? Political cleavages
- Dalton Chapter 7
- Th Jan 31<sup>st</sup> Who Competes? The Party System
- Curini, Luigi and Airo Hino. 2012. Missing Links in Party-System Polarization: How Institutions and Voters Matter. *Journal of Politics* 74 (2): 460-73.
  - Quiz #1 (this quiz will cover classes since Jan 24<sup>th</sup>)
- T Feb 5<sup>th</sup> What do people know about politics? Political sophistication
- “In Search of the Informed Citizen: What Americans Know About Politics and Why It Matters.” *The Communication Review* 4 (2000): 129-164.  
Available at [http://frank.mtsu.edu/~seig/pdf/pdf\\_carpini.pdf](http://frank.mtsu.edu/~seig/pdf/pdf_carpini.pdf)
- Th Feb 7<sup>th</sup> What do people do in politics? Political participation
- Quiz #2
  - Dalton Chapter 3
- T Feb 12<sup>th</sup> What do people value?
- Dalton Chapter 5
- Th Feb 14<sup>th</sup> How is politics organized? Ideology
- Quiz #3
  - Dalton Chapter 6
- T Feb 19<sup>th</sup> Do voters even have to think? Partisan attachment
- Dalton Chapter 9
- Th Feb 21<sup>st</sup> Class Voting
- Quiz #4
  - Dalton Chapter 8
- T Feb 26<sup>th</sup> Religion and Voting
- Knutsen, Oddbjorn. 2004. Religious Denomination and Party Choice in Western Europe: A Comparative Longitudinal Study from Eight Countries, 1970–97. *International Political Science Review* 25 (1): 97-128
- Th Feb 28<sup>th</sup> Gender and Voting
- Quiz #5

- Inglehart, Ronald and Pippa Norris. 2000. The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective. *International Political Science Review* 21 (4): 441-463.

T Mar 5<sup>th</sup> Do voters have issues? Spatial Voting Models

- Dalton pp. 198-204, 208-211.
- Carmines, Edward G., and James A. Stimson. 1980. The Two Faces of Issue Voting. *The American Political Science Review* 74 (Mar): 78-91. (ejournal available through jstor)

Th Mar 7<sup>th</sup> What do people think about welfare?

- Alesina, Alberto and Eliana La Ferrara. 2005. Preferences for redistribution in the land of opportunities. *Journal of Public Economics* 89 (June): 897-931
- Quiz # 6

T Mar 12<sup>th</sup> Do voters have performance anxiety? The Role of the Economy

- Dalton, pp. 205-210.
- Anderson, Christopher J. 2007. The end of economic voting? Contingency dilemmas and the limits of democratic accountability. *Annual Review of Political Science*

Th Mar 14<sup>th</sup>: **Midterm exam in class (then have a nice and safe spring break)**

March 19-21<sup>st</sup>: No Class-Spring break

T Feb 26<sup>th</sup> Stuff you did (not I hope) experience on your spring break? Corruption and Crime

- Zechmeister, E., Zizumbo-Colunga, D., Forthcoming. The varying political toll of corruption in good versus bad economic times. Forthcoming in *Comparative Political Studies*

Th Mar 28<sup>th</sup>: Are looking at me? Charisma and the vote

- Elizabeth Zechmieter, Jennifer Merolla and Jennifer Ramos. 2007. "Crisis, Charisma, and Consequences: Evidence from the 2004 U.S. Presidential Election." *Journal of Politics* 69 (1): 30-42.
- Quiz #7

T/Th Apr 2-4<sup>th</sup> Can I buy your vote? Clientelism

- Stokes, Susan, Valeria Brusco and Marcelo Nazareno. 2004. Vote Buying in Argentina. *Latin American Research Review*, 39 (2): 66-88.
- Quiz #8 on Thursday

T Apr 9<sup>th</sup> Populism

- Hawkins, Kurt. 2003. Populism in Venezuela: The rise of Chavismo. *Third World Quarterly* 24 (December): 1137-60.

Th Apr 11<sup>th</sup> How do I know who I am? Ethnic identity and electoral politics

- Posner, Daniel N. 2004. The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi. American Political Science Review 98 (November): 529-545.
- Quiz #9

T Apr 16<sup>th</sup> Am I a loser? Electoral defeat and attitudes toward political systems

- Anderson, Christopher J., and Yuliya V. Tverdova. 2001. "Winners, Losers, and Attitudes Toward Government in Contemporary Democracies." *International Political Science Review* 22 (4): 321-38.

Th Apr 18<sup>th</sup> What do people think about democracy?

- Norris, Pippa. 1999. Introduction: The Growth of Critical Citizens?. In *Critical Citizens: Global Support for Democratic Governance*. New York: Oxford University Press
- Quiz #10

T Apr 23<sup>rd</sup> Who protests?

- Norris, Pippa, Stefaan Walgrave, and Peter Van Aelst. 2005. "Who demonstrates? Antistate Rebels, Conventional Participants, or Everyone?" *Comparative Politics* 37(2)189-205.

Th Apr 19<sup>th</sup> What do people think about the United States?

- Chiozza, Giacomo. Giacomo Chiozza. 2007. Disaggregating Anti-Americanism: An Analysis of Individual Attitudes towards the United States. In *Anti-Americanisms in World Politics*, ed. Peter J. Katzenstein and Robert O. Keohane. Ithaca, NY: Cornell University Press.
- Quiz #10

T Apr 30<sup>th</sup> Our Brand is Crisis (will finish the movie on Thursday)

- Singer, Matthew M. and Kevin M. Morrison. 2004. The 2002 Presidential and Parliamentary Elections in Bolivia. *Electoral Studies* 23 (January): 172-182.

Th May 2<sup>nd</sup> Finish movie, discuss, and then review

**Exam Date: TBA by the University**