

POL404/513 – Comparative Party Systems and Electoral Behavior

Instructor: [Mert Moral](#)

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Office Hours: By [appointment](#) only – via [Zoom](#).¹ W 8:00-11:00am

Lectures: Lecture videos – on YouTube.

Discussions: Online meetings – via [Zoom](#). R 8:40-10:10am.

Teaching Assistant: [Yasemin Tosun](#).² By appointment only – via Skype ([yasemintosun91](#)).
F 10:00-11:30am.

Course Description

The main objective of this course is to introduce undergraduate and graduate students to the classical and contemporary literatures on party and electoral politics in established democracies to seek answers to the following questions: What and whose policy and ideological positions do political parties represent? Are party systems plastic or do they allow “new” parties to be represented in legislatures? Who are such new political actors in representative democracies and what alternatives do they present to their constituents? How and to what extent legislative elections serve as a means of popular control over policy-making? How do individuals make their decisions to turn out and vote for particular parties/candidates, and what are the behavioral, instrumental, expressive, and strategic determinants of their behavior?

Over the course of the semester, we will first examine several important roles political parties play in representative democracies, and the institutional and sociological explanations of their origins in Western European democracies. We will then delve into distinct types of cleavages that newer parties represent in both advanced and developing democracies. In the last part of the semester, we will focus on the other party of the reciprocal relationship between public opinion and policy –the electorate. We will touch upon behavioral, rational, and mixed explanations of electoral behavior to make sense of the increasing prominence of niche parties, political polarization, and populism in the last couple of decades as well as the future of the representative democracy.

Upon completion of this course, the students will have a thorough understanding of the roles institutional and political contexts, and socio-demographic factors play in shaping party strategies and individual behavior; historical, institutional, and ideological origins of political parties; and the roles of elections and representative democracy in translating public choice into public policy.

Assigned readings cover a multitude of approaches to the scientific study of party and electoral politics, which range from institutional to behavioral theories, and from formal to experimental and observational studies. This course, however, assumes no background in formal theory or econometrics. Asynchronous traditional lectures will cover the assigned readings, while the synchronous online discussions will focus on how assigned readings contribute to our understanding of party systems, elections, and electoral behavior from a comparative perspective.

¹Please click on the hyperlinks indicated with blue color to set up an appointment and to connect to the virtual officehour meeting for which the login information will be (re)sent via Calendy.

²Yasemin Hoca is a Ph.D. candidate with great software, methodological, and teaching skills. Please try to benefit from her experience and skills as much as possible, especially when you have a question about the course content or requirements, and experience a software problem.

Course requirements for the undergraduate students consist of two short summary papers, a take-home midterm, and a take-home final examination, preparing six sets of weekly discussion questions, and participating in online discussions. Graduate students, depending on their methodological competence, will write a research or a research design paper on a topic of their own choice instead of the final examination, three reaction papers, and have more strict participation and attendance requirements.

Course Outline³

Week 1	05.10/08.10	Introduction and Overview
Week 2	12.10/15.10	What is a Political Party?
Week 3	19.10/22.10	Origins of Political Parties
Week 4	26.10/29.10	<i>Les Familles Spirituelles</i>
Week 5	02.11/05.11	Party Systems
Week 6	09.11/12.11	Electoral Institutions
Week 7	16.11/19.11	Niche and Populist Parties
Week 8	23.11/26.11	Midterm Exam
Week 9	30.11/03.12	Elections as Instruments of Popular Control
Week 10	07.12/10.12	Context, Individuals, and Participation
Week 11	14.12/17.12	The Decision to Turn out
Week 12	21.12/24.12	Economic Voting
Week 13	28.12/31.12	Ideological and Issue Voting
Week 14	04.01/07.01	Public Opinion and Policy Linkage/Wrap-up
	23.01	Final Exam (12:30-3:30pm)
	24.01	Research Design Paper (11:59pm)

Textbooks

– There are no required textbooks for POL404/513.

– Required readings for each week are cited below. While you can click on the hyperlinks indicated with blue color for the journal articles,⁴ the conference papers and excerpts from the following books are uploaded to the “Resources” section of the [course page](#):⁵

- Aldrich, John H. 1995. *Why Parties? The Origin and Transformation of Political Parties in America*. Chicago: University of Chicago Press.
- Cox, W. Gary. 1997. *Making Votes Count*. Cambridge: Cambridge University Press.
- Çarkoğlu, Ali, and Ersin Kalaycıoğlu, eds. (In press). *Illiberal or Not, Turkey Votes 2018*. Routledge.
- Dalton, Russell J., and Christopher J. Anderson, eds. 2011. *Citizens, Context, and Choice: How Context Shapes Citizens' Electoral Choices*. New York: Oxford University Press.
- Dalton, Russell J., and Hans-Dieter Klingemann, eds. 2009. *The Oxford Handbook of Political Behavior*. New York: Oxford University Press.

³Additional or longer meetings will be planned for the American presidential elections and midterm weeks.

⁴You should be connected to the University (wireless or virtual private) network to be able to do so.

⁵For graduate students, the link for the course page is as follows: <https://sucourse.sabanciuniv.edu/plus/course/view.php?id=1901>.

- Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: Addison-Wesley Publishing.
- Inglehart, Ronald F. 2018. *Cultural Evolution: People's Motivations Are Changing, and Reshaping the World*. New York: Cambridge University Press.
- Leighley, Jan E., ed. 2010. *The Oxford Handbook of American Elections and Political Behavior*. New York: Oxford University Press.
- Mair, Peter, ed. 1990. *The West European Party System*, Oxford Readings in Politics and Government. New York: Oxford University Press.
- Norris, Pippa, and Ronald Inglehart. 2019. *Cultural Backlash: Trump, Brexit, and Authoritarian Populism*. New York: Cambridge University Press.
- Powell, G. Bingham. 2000. *Elections as Instruments of Democracy: Majoritarian and Proportional Visions*. New Haven: Yale University Press.
- Verba, Sidney, Kay Lehman Schlozman, and Henry E. Brady. 1995. *Voice and Equality: Civic Voluntarism in American Politics*. Cambridge: Harvard University Press.

Required Readings

★ **Week 1 (05.10) - Introduction and Overview**

- Bartels, Larry M. 2010. “The Study of Electoral Behavior.” In *The Oxford Handbook of American Elections and Political Behavior*, ed. Jan E. Leighley. New York: Oxford University Press. [on SU Course+]
- Bormann, Nils-Christian, and Matt Golder. 2013. “[Democratic Electoral Systems around the World, 1946-2011](#).” *Electoral Studies* 32(2): 360-69.
- Dalton, Russell, and Hans-Dieter Klingemann. 2009. “Citizens and Political Behavior.” In *The Oxford Handbook of Political Behavior*, ed. R. Dalton and H.-D. Klingemann. New York: Oxford University Press. [on SU Course+]

★ **Week 2 (12.10) - What is a Political Party?**

- King, Anthony. 1969. “[Political Parties in Western Democracies: Some Sceptical Reflections](#).” *Polity* 2(2): 111-41.
- Schlesinger, Joseph A. 1975. “[The Primary Goals of Political Parties: A Clarification of Positive Theory](#).” *American Political Science Review* 69(3): 840-49.
- Stokes, Susan C. 1999. “[Political Parties and Democracy](#).” *Annual Review of Political Science* 2: 243-67.

For graduate students:

- * Aldrich, John H. 1995. *Why Parties? The Origin and Transformation of Political Parties in America*. Chicago: University of Chicago Press. [Chapters 1-3 and 9, on SU Course+]

★ **Week 3 (19.10) - Origins of Political Parties**

- Inglehart, Ronald F. 2018. *Cultural Evolution: People's Motivations Are Changing, and Reshaping the World*. New York: Cambridge University Press. [Chapters 2-3, on SU Course+]

– LaPalombara, Joseph, and Myron Weiner. 1990 [1966]. “The Origin of Political Parties.” In *The West European Party System*, ed. Peter Mair. Oxford, New York: Oxford University Press. [on SU Course+]

– Lipset, Seymour M., and Stein Rokkan. 1990 [1967]. “Cleavage Structures, Party Systems, and Voter Alignments.” In *The West European Party System*, ed. Peter Mair. Oxford, New York: Oxford University Press. [on SU Course+]

For graduate students:

* Kalyvas, Stathis N. 1998. “From Pulpit to Party: Party Formation and the Christian Democratic Phenomenon.” *Comparative Politics* 30(3): 293-312.

* Katz, Richard S., and Peter Mair. 2009. “The Cartel Party Thesis: A Restatement.” *Perspectives on Politics* 7(4): 753-66.

* Kirchheimer, Otto. 1966. “The Catch-All Party.” In *The West European Party System*, ed. Peter Mair. New York: Oxford University Press. [on SU Course+]

* van Biezen, Ingrid, and Petr Kopecky. 2014. “The Cartel Party and the State: Party-state Linkages in European Democracies.” *Party Politics* 20(2): 170-82.

★ **Week 4 (26.10) - *Les Familles Spirituelles***

– Çarkoğlu, Ali. 2018. “Locating Political Parties in Comparative Party Programmatic Policy Spaces: The Case of Turkey 1950-2015.” *Unpublished Manuscript*. [on SU Course+]

– Kriesi, Hanspeter. 1998. “The Transformation of Cleavage Politics: The 1997 Stein Rokkan Lecture.” *European Journal of Political Research* 33(2): 165-85.

– Mair, Peter, and Cas Mudde. 1998. “The Party Family and Its Study.” *Annual Review of Political Science* 1: 211-29.

For graduate students:

* Mair, Peter, ed. 1998. *Party System Change: Approaches and Interpretations* Oxford: Oxford University Press.

★ **Week 5 (02.11) - Party Systems**

– Cox, Gary W. 1990. “Centripetal and Centrifugal Incentives in Electoral Systems.” *American Journal of Political Science* 34(4): 903-35.

– Riker, William H. 1982. “The Two-Party System and Duverger’s Law: An Essay on the History of Political Science” *American Political Science Review* 76(4): 753-66.

– Sartori, Giovanni. 1990 [1976]. “A Typology of Party Systems.” In *The West European Party System*, ed. P. Mair. New York: Oxford University Press. [on SU Course+]

For graduate students:

* Boix, Carles. 1999. “Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies.” *American Political Science Review* 93(3): 609-24.

* Cusack, Thomas R., Torben Iversen, and David Soskice. 2007. “Economic Interests and the Origins of Electoral Systems.” *American Political Science Review* 101(3): 373-91.

* Iversen, Torben, and David Soskice. 2006. “Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More Than Others.” *American Political Science Review* 100(2): 165-81.

★ **Week 6 (09.11) - Electoral Institutions**

– Clark, William R., and Matt Golder. 2006. “Rehabilitating Duverger’s Theory: Testing the Mechanical and Strategic Modifying Effects of Electoral Laws.” *Comparative Political Studies* 39(6): 679-708.

– Ordeshook, Peter C., and Olga V. Shvetsova. 1994. “Ethnic Heterogeneity, District Magnitude, and the Number of Parties.” *American Journal of Political Science* 38(1): 100-23.

– Lublin, David. 2017. “Electoral Systems, Ethnic Heterogeneity and Party System Fragmentation.” *British Journal of Political Science* 47(2): 373-89.

For graduate students:

* Amorim Neto, Octavio, and Gary W. Cox. 1997. “Electoral Institutions, Cleavage Structures, and the Number of Parties.” *American Journal of Political Science* 41(1): 149-74.

* Filippov, Mikhail G., Peter C. Ordeshook, and Olga V. Shvetsova. 1999. “Party Fragmentation and Presidential Elections in Post-Communist Democracies.” *Constitutional Political Economy* 10(1): 3-26.

* Mozaffar, Shaheen, James R. Scarritt, and Glen Galaich. 2003. “Electoral Institutions, Ethnopolitical Cleavages, and Party Systems in Africa’s Emerging Democracies.” *American Political Science Review* 97(3): 379-90.

* Mylonas, Harris, and Nasos Roussias. 2008. “When Do Votes Count? Regime Type, Electoral Conduct, and Political Competition in Africa.” *Comparative Political Studies* 41(11): 1466-91.

★ **Week 7 (16.11) - Niche and Populist Parties**

– Adams, James, Michael Clark, Lawrence Ezrow, and Garrett Glasgow. 2006. “Are Niche Parties Fundamentally Different from Mainstream Parties? The Causes and the Electoral Consequences of Western European Parties’ Policy Shifts, 1976-1998.” *American Journal of Political Science* 50(3): 513-29.

– Golder, Matt. 2003. “Explaining Variation in the Success of Extreme Right Parties in Western Europe.” *Comparative Political Studies* 36(4): 432-66.

– Meguid, Bonnie M. 2005. “Competition between Unequals: The Role of Mainstream Party Strategy in Niche Party Success.” *American Political Science Review* 99(3): 347-59.

– Norris, Pippa, and Ronald Inglehart. 2019. “Who Votes for Authoritarian-Populist Parties?” In *Cultural Backlash: Trump, Brexit, and Authoritarian Populism*. New York: Cambridge University Press. [Chapter 8, on SU Course+]

For graduate students:

* Abou-Chadi, Tarik. 2016. “Niche Party Success and Mainstream Party Policy Shifts - How Green and Radical Right Parties Differ in Their Impact.” *British Journal of Political Science* 46(2): 417-36.

* Adams, James F. 2012. “Causes and Electoral Consequences of Party Policy Shifts in Multiparty Elections: Theoretical Results and Empirical Evidence.” *Annual Review of Political Science* 15: 401-19.

* Dalton, Russell J., and Ian McAllister. 2015. “Random Walk or Planned Excursion? Continuity and Change in the Left-Right Positions of Political Parties.” *Comparative Political Studies* 48(6): 759-87.

* Hobolt, Sara B., and James Tilley. 2016. “Fleeing the Centre: The Rise of Challenger Parties in the Aftermath of the Euro Crisis.” *West European Politics* 39(5): 971-91.

★ **Week 8 (26.11) - Midterm⁶**

– Çarkoğlu, Ali, and Ersin Kalaycıoğlu, eds. (In press). *Illiberal or Not, Turkey Votes 2018*. Routledge. [Select chapters to be uploaded to SU Course+].

★ **Week 9 (30.11) - Elections as Instruments of Popular Control**

– Page, Benjamin I., and Robert Y. Shapiro. 1983. “Effects of Public Opinion on Policy”. *American Political Science Review* 77(1): 175-90.

– Stimson, James A., Michael B. Mackuen, and Robert S. Erikson. 1995. “Dynamic Representation.” *American Political Science Review* 89(3): 543-65.

– Wlezien, Christopher. 1995. “The Public as Thermostat: Dynamics of Preferences for Spending.” *American Journal of Political Science* 39(4): 981-1000.

For graduate students:

* Huber, John D., and G. Bingham Powell. 1994. “Congruence Between Citizens and Policymakers in Two Visions of Liberal Democracy.” *World Politics* 46(3): 291-326.

* Gilens, Martin. 2005. “Inequality and Democratic Responsiveness.” *Public Opinion Quarterly* 69(5): 778-96.

* Powell, G. Bingham. 2011. “Party Polarization and the Ideological Congruence of Governments.” In *Citizens, Context, and Choice: How Context Shapes Citizens’ Electoral Choices*, ed. R. J. Dalton and C. J. Anderson. New York: Oxford University Press. [on SU Course+]

★ **Week 10 (07.12) - Contexts, Individuals, and Participation**

– Aldrich, John H. 1993. “Rational Choice and Turnout”. *American Journal of Political Science* 37(1): 246-78.

– Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. 1995. “Beyond SES: A Resource Model of Political Participation”. *American Political Science Review* 89(2): 271-94.

– Moral, Mert. 2016. “The Passive-Aggressive Voter: The Calculus of Casting an Invalid Vote.” *Political Research Quarterly* 69(4): 732-45.

For graduate students:

⁶Depending on our progress and as per your request, we may decide to move our discussions about party and electoral politics in Turkey to Week 14 and replace the readings for Week 14 with those initially assigned for Week 8.

* Alvarez, Michael R., D. Roderick Kiewiet, and Lucas Nunez. 2018. “A Taxonomy of Protest Voting.” *Annual Review of Political Science* 21:135-54.

* Verba, Sidney, Kay Lehman Schlozman, and Henry E. Brady. 1995. *Voice and Equality: Civic Voluntarism in American Politics*. Cambridge: Harvard University Press.

★ **Week 11 (04.01) - The Decision to Turn out**

– Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. “Social Pressure and Vote Turnout: Evidence from a Large-Scale Field Experiment”. *American Political Science Review* 102(1): 33-48.

– Geys, Benny. 2006. “Explaining Voter Turnout: A Review of Aggregate-level Research”. *Electoral Studies* 25(4): 637-63.

– Moral, Mert. 2017. “The Bipolar Voter: On the Effects of Actual and Perceived Party Polarization on Voter Turnout in European Multiparty Democracies.” *Political Behavior* 39(4): 935-65.

– Mutz, Diana C. 2002. “The Consequences of Cross-Cutting Networks for Political Participation”. *American Journal of Political Science* 46(4): 838-55.

For graduate students:

* Abramowitz, Alan I., and Kyle L. Saunders. 2008. “Is Polarization a Myth?” *Journal of Politics* 70(2): 542-55.

* Blais, Andre, and Christopher H. Achen. 2019. “Civic Duty and Voter Turnout.” *Political Behavior* 41(2): 473-97.

* Ezrow, Lawrence, and Georgios Xezonakis. 2016. “Satisfaction with Democracy and Voter Turnout: A Temporal Perspective.” *Party Politics* 22(1): 3-14.

* Rogowski, Jon C. 2014. “Electoral Choice, Ideological Conflict, and Political Participation.” *American Journal of Political Science* 58(2): 479-94.

★ **Week 12 (21.12) - Economic Voting**

– Aytac, Selim Erdem. 2018. “Relative Economic Performance and the Incumbent Vote: A Reference Point Theory.” *Journal of Politics* 80(1): 16-29.

– Fiorina, Morris P. 1978. “Economic Retrospective Voting in American National Elections: A Micro-Analysis.” *American Journal of Political Science* 22(2): 426-43.

– Kinder, Donald R., and D. Roderick Kiewiet. 1981. “Sociotropic Politics: The American Case.” *British Journal of Political Science* 11(2): 129-61.

For graduate students:

* Aytac, Selim Erdem. 2020. “Do Voters Respond to Relative Economic Performance? Evidence from Survey Experiments.” *Public Opinion Quarterly*. <https://doi.org/10.1093/poq/nfaa023>

* Gomez, Brad T., and J. Matthew Wilson. 2001. “Political Sophistication and Economic Voting in the American Electorate: A Theory of Heterogeneous Attribution.” *American Journal of Political Science* 45(4): 899-914.

* MacKuen, Michael B., Robert S. Erikson James A. Stimson. 1992. “Peasants or Bankers? The American Electorate Economy.” *American Political Science Review* 86(3): 597-611

* Powell, G. Bingham, Jr. 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.

★ **Week 13 (28.12) - Ideological and Issue Voting**

– Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: Addison-Wesley Publishing. [Chapters 3 and 8, on SU Course+]

– Rabinowitz, George, and Stuart Elaine Macdonald. 1989. “A Directional Theory of Voting.” *American Political Science Review* 83(1): 93-121.

– Moral, Mert, and Andrei Zhirnov. 2018. “Issue Voting as a Constrained Choice Problem.” *American Journal of Political Science* 62(2): 280-95.

For graduate students:

* Alvarez, Michael R., and Jonathan Nagler. 2000. “A New Approach for Modeling Strategic Voting in Multiparty Elections”. *British Journal of Political Science* 30(1): 57-75.

* Cox, W. Gary. 1997. *Making Votes Count*. Cambridge: Cambridge University Press. [Chapters 1-7, on SU Course+]

* Lachat, Romain. 2008. “The Impact of Party Polarization on Ideological Voting”. *Electoral Studies* 27(4): 687-98.

* van de Wardt, Marc, Catherine E. de Vries, and Sara B. Hobolt. 2014. “Exploiting the Cracks: Wedge Issues in Multiparty Competition.” *Electoral Studies* 33(4): 986-99.

★ **Week 14 (04.01) - Public Opinion and Policy Linkage**

– Powell, G. Bingham. 2000. *Elections as Instruments of Democracy: Majoritarian and Proportional Visions*. New Haven: Yale University Press. [Chapters 7-10, on SU Course+]

For graduate students:

* Ezrow, Lawrence, Catherine E. de Vries, Marco R. Steenbergen, and Erica Edards. 2011. “Mean Voter Representation and Partisan Constituency Representation: Do Parties Respond to the Mean Voter Position or to their Supporters?” *Party Politics* 17(3): 275-301.

* Kelly, Nathan J., and Peter K. Enns. 2010. “Inequality and the Dynamics of Public Opinion: The Self-Reinforcing Link Between Economic Inequality and Mass Preferences.” *American Journal of Political Science* 54(4): 855-70.

* Klüver, Heike, and Jae-Jae Spoon. 2016. “Who Responds? Voters, Parties and Issue Attention.” *British Journal of Political Science* 46(3): 633-54.

* Tavits, Margit, and Joshua D. Potter. 2015. “The Effect of Inequality and Social Identity on Party Strategies.” *American Journal of Political Science* 59(3): 744-58.

Grading

- Grades will be given on a 101-point scale. Cumulative final grades will then be converted to letter grades at the end of the semester as follows: 85-100=A, 80-84=A-, 75-79=B+, 74-70=B, 65-69=B-, 60-64=C+, 55-59=C, 50-54=C-, 45-49=D+, 40-44=D, 0-39=F.
- For undergraduate students, assignments in turn constitute 30% (final exam), 25% (midterm), 15% (discussion questions, 5% each week), 10% (short summary papers, 5% each paper), 10% (discussion participation), and 10% (attendance) of final grades.
- For graduate students, course requirements and their respective weights are as follows: 30% (research design paper), 30% (reaction papers, 15% each), 20% (midterm), 15% (discussion participation), and 5% (attendance).

Course Requirements⁷

• **Take-Home Midterm and Final Examinations**

- Both undergraduate and graduate students will take a 105 minute-long, open-book, take-home midterm examination that consists of two essay questions requiring a thorough understanding of all the lecture slides and assigned readings for the first seven weeks of the semester.⁸
- Short summaries written by your classmates will be distributed in the review session on November 19, 2020 and on January 07, 2021 –i.e., the last online meetings before the midterm and final exams.
- Undergraduate students will also have a three hour-long final exam consisting of two short essay questions covering all topics we will have covered throughout the semester, and a longer one that requires an understanding of all lecture slides and assigned readings on behavioral and rational explanations of voter turnout and voting behavior (i.e., Weeks 10-13).

** **Only for Undergraduate Students:**

• **Short Summary Papers**

- Each undergraduate student will write two short summary papers and each one constitutes 5% of final grade.
- After each online discussion, an undergraduate student will write a short summary paper⁹ explaining what we have learned from the assigned readings and discussion, how we answered the posted discussion questions, and what new questions we asked.
- Because the aim is to have a summary paper for each week, depending on the undergraduate enrollment (as of the end of the add/drop period), we may need to reallocate some weeks among the graduate students (which will count toward their participation grades).
- Short summary papers (i.e., post-mortems) are intended to provide you with study guides.¹⁰ To such end, they will be posted to SU Course+ before the midterm and final examinations.

⁷Sample discussion questions and reaction papers are uploaded to the “Resources” section on the course page.

⁸To reiterate, undergraduate students are not responsible from the readings indicated with asterisks, which are only assigned for graduate students.

⁹Please note that you must write short summary papers and post discussion questions in different weeks.

¹⁰Please note that this does not mean you can do well in the exams without reading and having well-informed assessments of all assigned readings.

- **Discussion Questions**

- Each undergraduate student will prepare ~~six~~ three sets of discussion questions for the first (i.e., before the midterm) ~~and three for the second~~ half of the semester.
- For each of those ~~six~~ three weeks, you will post your questions (a question per assigned reading) to the forum section on SU Course+ before 11:59pm on Wednesday (i.e., midnight before the Zoom meeting).
- Discussion questions that are late more than 1 (one) hour will receive 0 (zero).
- If you post more than three sets of discussion questions, your worst grade/s will be automatically dropped and each of the three sets of weekly discussion questions will constitute ~~3%~~ 5% of your final grade.
- Discussion questions will be graded based on their thoughtfulness; whether they enable discussion by asking others to present real life applications, extensions, similar or dissimilar examples, or empirical evidence from other cases or time periods; and, more importantly, whether they constructively criticize the assigned readings or their answers could be easily found in the readings.

** **Only for Graduate Students:**

- **Final Research Design Paper**

- You may choose to research any topic/research question on electoral institutions, party politics, political participation, electoral behavior, or representation.¹¹ Your research, however, should clearly identify a research question that has not been sufficiently addressed or answered in literature and that takes a “cause and effect” form.
- Your final research design paper¹² should be organized as follows:
 - Introduction – approximately 2 pages, where you briefly state your research question, and explain why it should be studied (i.e., relevance of your study), how and in what regards your research contributes to the main debate(s) in literature, and your main *point* (theoretical argument).
 - Literature review – approx. 2 pages, where you discuss the state of previous research, and rival and/or conflicting explanations for your phenomenon of interest, and explain how and in what regards your study differs from previous literature (i.e., novelty of your study).
 - Theoretical expectations – approx. 2 pages, where you clearly explain your *theoretical expectations* informed by the previous literature, explain the direction of the causal relationship between your outcome of interest and main explanatory variable/s, and deduct at least one testable *hypothesis*.
 - Research design – approx. 3-4 pages, where you provide *conceptual and operational definitions* of your dependent and main explanatory/independent variable/s, describe how you will *look into* the problem –e.g., hypothesis testing (and/or model specification

¹¹Please note that you must meet with me at least once before the midterm to discuss your proposed topic.

¹²Although the goal is to design a scientific study, you may choose to write a full fledged paper with or without my help on empirical analyses. Your grade will, however, be based only on your research design.

and estimator), ruling out rival explanations, decision rules, important assumptions, and potential econometric problems and their solutions.

- Conclusion – approx. 2 pages, a short summary of what you have done and why you have done that, along with a short discussion of the significance of your findings for the related literature, strengths and limitations of your study, and how your research does and further research would improve our understanding of the topic.

- **Reaction Papers**

- Each graduate student will write ~~three~~ two ¹³ reaction papers (about 1000-1250 words long) on the weeks/topics they choose –with the only rules for allocation being that each student should write at least a paper for each half of the semester, and that there are more or less equal number of students who will write reaction papers for each week. ¹⁴
- A good reaction paper identifies a research question, and explains whether, and if so, why the answers to that question in the assigned readings are persuasive.
- I do not ask for a summary or a shallow critique of the assigned readings. Rather, I expect you to show a thorough understanding of all assigned readings and make them “talk to each other” –i.e., explain their relative placements within and how they contribute to the literature.
- Reaction papers are due 11:59pm on Wednesday (i.e., midnight before the Zoom meeting).
- Reaction papers will be evaluated on the basis of their thoughtfulness and how effectively they react to the readings they critically evaluate.
- Please note that those who write a reaction paper for each week also have the responsibility of leading the online discussion based on the assigned readings and discussion questions posted by the undergraduate students.

Course Meeting Policies, Attendance, and Participation

- You must complete all assigned readings, watch the lecture video/s, and have your questions ready prior to the Zoom meetings.
- Most of the assigned readings follow a quantitative or formal approach, and are likely to require further explanation and clarification. We will thus follow the traditional lecture format for the asynchronous online lectures that will be uploaded to YouTube each week. You are, however, strongly advised and will be encouraged to ask any and all questions you may have, either as posts to the course forum on SU Course+ or during our Zoom meetings.
- Our online discussions on Thursdays will mainly focus on the theoretical mechanism and expectations, research design, and empirical or formal evidence in the assigned readings, and the real world implications for/from the Western democracies and Turkey.
- Stuff happens –especially during these turbulent times. Should scheduling conflicts arise, please inform me before they happen and note that except for extremely rare, serious, and documentable instances, you are expected to attend all Zoom meetings. Students can miss 1 (one) course (discussion session) without any grade penalty. Each other missed meeting will result in a 5% grade penalty.
- Please note that your participation and attendance are graded separately. Attending the online discussion without necessary preparation (i.e., having watched the lecture videos, read the assigned readings, and prepared answers for the discussion questions posted to SU Course+) and not taking part in the online discussions will result in a bad participation grade.

¹³Should you choose to write more than ~~three~~ two, your lowest grade/s will be dropped.

¹⁴In the first week, we will allocate the topics/weeks.

Syllabus

- This syllabus includes important information and administrative requirements about when, how, and what you should do to pass this course with a good grade. Please read it carefully and read it again before you email your teaching assistant or instructor.
- The PDF version of the syllabus on SU Course+ is the official syllabus for this course as it is updated periodically.¹⁵ Please visit the course page to view its most recent version.

Course Page and e-mails

- After each Zoom meeting I will post the lecture slides to the [course page](#) and the recorded online meeting to the shared Google Drive folder of the course.¹⁶
- Via SU Course+, I will also send you weekly announcements including the link/s to the lecture video/s uploaded to YouTube that you must watch before the Zoom meetings.
- I will use your Sabanci University email to communicate administrative and other course-related issues with you. Please check your email regularly and, if necessary, reply in a timely manner.
- The fastest way to contact me is always via email. Please feel free to send me an email any time and about any **relevant** academic or non-academic issue.

Formatting, Writing, Late Submission, and Grade Appeal

- A tentative schedule for what we will cover and when is provided above. The exact schedule is, however, contingent on our progress and subject to change upon prior notice.
- There are no margin or font requirements for written assignments. You should, however, turn in well-organized and professional-looking papers (i.e., with your name, page numbers, proper citations, a properly formatted bibliography, and professional-looking tables and/or graphs).
- Please proofread your assignments for spelling, grammatical, and typographical errors.
- Note that I pay particular attention to writing and correct use of terminology. I will provide you with annotated copies of some of your written assignments to improve your writing in both form and content, and you are expected to take my comments into account in your remaining assignments.
- Late submissions for written assignments (except discussion questions) will be penalized by 1 (one) point for each hour they are late. You will receive 0 (zero) if your short summary or reaction papers are late for more than 4 (four) days, and if your discussion questions or research design paper is late by more than 1 hour.
- Except serious circumstances documented by the University Health Center or a hospital and approved by the faculty administration, and for students with disabilities, there will not be any make-up assignments or extensions.
- If you are unsatisfied with the grade you received, you may write a formal memorandum explaining your concerns and requesting that your grade be reviewed. I will respond to your inquiry in writing

¹⁵Course content, requirements, and policies are subject to change at the discretion of the instructor.

¹⁶The contents published on Google Drive and YouTube were created to be used and distributed within Sabanci University. The intellectual property rights of the content belong to Sabanci University without any limitation. It cannot be used, copied, or reproduced to third parties without the prior written permission of Sabanci University.

and will not discuss your grade with you in person.

Academic Honesty

- As its [Research Misconduct Policy](#) suggests, Sabancı University expects students do their own work and acknowledge others when presenting their work.
- As a Sabancı University student, it is your responsibility to do your own work and properly cite your sources using an appropriate format. Please refer to [APSA's Style Manual](#) for the preferred citation format for this seminar, especially if you are unsure about what to or how to cite.
- Minor penalties for citation and bibliographical errors will accumulate in the case of a consistent pattern, and any case of plagiarism and/or other sort of academic dishonesty will not be tolerated.
- Any case of plagiarism, cheating, and/or other sort of academic dishonesty will not be tolerated. Note that all written assignments for this course are written take-home exams according to the YÖK regulations, and, therefore, plagiarism in take-home exams will be considered cheating and pursued to the limits of University and YÖK rules.

Disability Accommodation

- Extra time for assignments and other necessary arrangements for students with disabilities will be made in conjunction with the [Center of Individual and Academic Development](#) and the instructor.