

POLS404/513 – Comparative Party Systems and Electoral Behavior

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Office Hours: By [appointment only](#).¹ M 1:00-2:30pm and R 1:30-3:00pm, FASS2109 or via [Zoom](#).²

Lectures: M 2:40-5:30pm, FASS1103.

Course Description

This seminar aims to introduce advanced undergraduate and graduate students to the classical and contemporary literature on the 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 for “new” parties to be represented in legislatures? Who are the new political actors in today’s representative democracies, and what policy alternatives do they present to their constituents? How and to what extent do legislative elections serve as a means of popular control over public policy? How do individuals make their decisions to turn out and vote for incumbent and opposition parties or candidates, and what are the behavioral, instrumental, expressive, and strategic determinants of voting behavior?

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

Upon completion of this course, the students will have a thorough understanding of the roles institutional and political contexts and various socio-demographic factors play in shaping party and electoral politics; the historical, institutional, and ideological origins of the 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. The traditional lectures will cover the assigned readings, while the in-class discussions will focus on how assigned readings contribute to our understanding of party systems, elections, and electoral behavior from a comparative perspective.

The course requirements for undergraduate students consist of midterm and final examinations, six sets of weekly discussion questions, two short summary papers, and participation in class discussions. Depending on their methodological competence, graduate students will write either a full research paper or a research design paper on a topic of their own choice, three reaction papers, and have more strict participation and attendance requirements.

¹Please click on the hyperlink (in blue) to set up an in-person or virtual office hour appointment. If you would like to meet online, please add a note.

²Login information will be (re)sent via Calendly.

Course Outline

Week 1	03.10.22	Introduction and Overview
Week 2	10.10.22	What is a Political Party?
Week 3	17.10.22	Origins of Political Parties
Week 4	24.10.22	<i>Les Familles Spirituelles</i>
Week 5	31.10.22	Party Systems
Week 6	07.11.22	Electoral Institutions
Week 7	14.11.22	Niche and Populist Parties
Week 8	21.11.22	Midterm Exam and the Turkish Party System
Week 9	28.11.22	Elections as Instruments of Popular Control
Week 10	05.12.22	Context, Individuals, and Choice
Week 11	12.12.22	The Decision to Turn Out
Week 12	19.12.22	Economic Voting
Week 13	26.12.22	Ideological and Issue Voting
Week 14	02.01.23	Public Opinion and Policy and Wrap-up
	09.01.23	Research (Design) Papers and Final Exam (9:00am at FASS1001).

Textbooks

– There are no required textbooks for POLS404/513.

– The required readings for each week are provided in the next section. You can click on the hyperlinks indicated with blue for the journal articles,³ whereas the assigned chapters from the following books are uploaded to the “Resources” section of the [course page](#):

- 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. 2021. *Fragile but Resilient: Turkish Electoral Dynamics, 2002-2015*. Ann Arbor: University of Michigan Press.
- Çarkoğlu, Ali, and Ersin Kalaycıoğlu, eds. 2021. *Elections and Public Opinion in Turkey: Through the Prism of the 2018 Elections*. New York: 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.
- 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.

³You should be connected to the University (wireless or virtual private) network to do so.

- 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 (03.10) - Introduction and Overview⁴

- 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+]
- + Moral, Mert. 2021. “[Siyasi Davranış \[Political Behavior\]](#).” In *Sosyal Bilimler Ansiklopedisi*, ed. M. A. Y. Saraç Ankara: TÜBİTAK.

★ Week 2 (10.10) - 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 (17.10) - 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+]

⁴Articles/entries in Turkish indicated with (+) are optional and suitable for both undergraduate and graduate students.

- 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.
- * 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 (24.10) - *Les Familles Spirituelles***

- 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.
- Mete-Dokucu, Hatice, and Aida Just. 2021. “[Party System Polarization in Developing Democracies: The Case of Turkey, 1950-2018](#).” *Turkish Studies* doi: 10.1080/14683849.2021.2002148.

For graduate students:

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

★ **Week 5 (31.10) - 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 (07.11) - 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.
- 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.
- 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.

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.
- * 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 (14.11) - 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.
- 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+]
- + Schafer, Armin. 2022. “Cultural Backlash? How (Not) to Explain the Rise of Authoritarian Populism.” *British Journal of Political Science* 52(4): 1977-93.

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.
- * 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 (21.11) - Turkish Party System**⁵

– Çarkoğlu, Ali and Ersin Kalaycıoğlu. 2021. “Social Cleavages and Economic Transformation in Turkey.” In *Fragile but Resilient: Turkish Electoral Dynamics, 2002-2015* eds. A. Çarkoğlu and E. Kalaycıoğlu. Ann Arbor: University of Michigan Press. [To be Uploaded to SU Course+]

– Moral, Mert. 2021. “Politics as (Un)Usual? An Overview of the June 2018 Presidential and Parliamentary Elections in Turkey.” In *Elections and Public Opinion in Turkey: Through the Prism of the 2018 Elections* eds. A. Çarkoğlu and E. Kalaycıoğlu. New York: Routledge. [on SU Course+]

– Moral, Mert. 2021. “The Story of Electoral Alliances.” In *Elections and Public Opinion in Turkey: Through the Prism of the 2018 Elections* eds. A. Çarkoğlu and E. Kalaycıoğlu. 1st ed. Routledge. [on SU Course+]

★ **Week 9 (28.11) - 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:

* 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.

* 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.

* 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 (05.12) - 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.

⁵Depending on our progress and majority vote, we may move our discussions about the party and electoral politics in Turkey to Week 14 and replace the readings for Week 14 with those initially assigned for Week 8.

+ Moral, Mert. 2021. “[Partizanlık \[Partisanship\]](#).” In *Sosyal Bilimler Ansiklopedisi*, ed. M. A. Y. Saraç Ankara: TÜBİTAK.

For graduate students:

* Cancela, Joao, and Benny Geys. 2016. “[Explaining Voter Turnout: A Meta-analysis of National and Subnational Elections](#).” *Electoral Studies* 42(2):264-75.

* Lijphart, Arend. 1997. “[Unequal Participation: Democracy’s Unresolved Dilemma](#).” *American Political Science Review* 91(1):1-14.

* Riker, William H., and Peter C. Ordeshook. 1968. “[A Theory of the Calculus of Voting](#).” *American Political Science Review* 62(1):25-42.

★ **Week 11 (12.12) - 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.

– 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.

– Smets, Kaat, and Carolien van Ham. 2013. “[The Embarrassment of Riches? A Meta-analysis of Individual-level Research on Voter Turnout](#).” *Electoral Studies* 32(2):344-59.

+ Moral, Mert. 2021. “[Siyasi Kutuplaşma \[Political Polarization\]](#).” In *Sosyal Bilimler Ansiklopedisi*, ed. M. A. Y. Saraç Ankara: TÜBİTAK.

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.

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

★ **Week 12 (19.12) - Economic Voting**

– Aytaç, 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:

* Aytaç, 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.

* 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 (26.12) - 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.

★ **Week 14 (02.01) - Public Opinion and Policy**

– Moral, Mert, and Robin E. Best. 2022. "On the Relationship between Party Polarization and Citizen Polarization." *Party Politics* doi: 10.1177/13540688211069544.

– 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 Edwards. 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.

* 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, 3% 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% (final research (design) paper), 30% (reaction papers, 10% each), 20% (midterm), 15% (discussion participation), and 5% (attendance).

Course Requirements⁶

• Midterm and Final Examinations

- Both undergraduate and graduate students will take a 90-minute-long, open-book midterm examination that requires a thorough understanding of all the lecture slides and assigned readings for the first seven weeks of the semester.⁷
- Short summaries written by your classmates will be uploaded to SUCourse+ on November 14, 2022, and January 6, 2023 –i.e., the last week before the midterm and final exams.
- Undergraduate students will also have a final exam consisting of two or three short essay questions from all we will have covered throughout the semester and a longer one that requires an understanding of all lecture slides and assigned readings on rational and attitudinal explanations of voter turnout and voting behavior (i.e., Weeks 10-14).

**** Only for Undergraduate Students:**

• Short Summary Papers

- After each class and within three days (i.e., before 11:59pm on Thursday), an undergraduate student will write a short summary paper⁸ explaining what we have learned from the assigned readings and in-class discussion, how we answered the posted discussion questions, and what new questions we asked.
- Each undergraduate student will write two short summary papers, and each one constitutes 5% of their final grade.
- 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 to the graduate students (which will then count toward their participation grade).
- Short summary papers (i.e., post-mortems) are intended to provide you with study guides.⁹ They will thus be posted to SU Course+ before the midterm and final examinations.

• Discussion Questions

- Each undergraduate student will prepare six sets of discussion questions –three for the first (i.e., before the midterm) and three for the second half of the semester.

⁶Sample discussion questions and reaction papers are uploaded to the “Resources” section on the course page.

⁷To reiterate, undergraduate students are not responsible for the readings indicated with asterisks, which are required only for graduate students.

⁸Please note that you cannot write a summary paper and discussion questions for the same week.

⁹Please note that this does not mean you can do well in the exams without reading and having well-informed assessments of all assigned readings.

- For each of those six weeks, you will post your questions (one question per each assigned reading) to the forum section on SU Course+ before 11:59pm on Sunday (i.e., midnight before the class).
- Discussion questions that are late more than 1 (one) hour will receive 0 (zero).
- Your worst grade (or grades, if you post more than six sets) will be automatically dropped, and each of the five sets of weekly discussion questions will constitute 3% 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 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:**

• **Reaction Papers**

- Each graduate student will write three¹⁰ 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 is a more or less equal number of students who will write reaction papers for each week.¹¹
- 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. Instead, 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 at 11:59pm on Sunday (i.e., midnight before the class).
- Reaction papers will be evaluated based on their thoughtfulness and how effectively they react to the readings they critically evaluate.
- Please note that those who write a reaction paper for a week are also responsible for leading the in-class discussion.

• **Final Research Design Paper**

- You may choose to research any topic/research question on electoral institutions, party politics, political participation, electoral behavior, or representation.¹² 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 paper¹³ 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., the relevance of your study), how and in

¹⁰If you choose to write more than that, your lowest grade/s will be dropped.

¹¹In the first week, we will allocate the topics/weeks.

¹²Please note that you must meet with me at least once before the midterm to discuss your proposed topic.

¹³Although 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.

what regards your research contributes to the primary debate(s) in literature, and your main *point* (theoretical argument).

- Literature review – approx. 2 pages, where you discuss the state of previous research, rival and/or conflicting explanations of your phenomenon of interest, and explain how and in what regards your study differs from previous literature (i.e., the novelty of your research).
- 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 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.

Syllabus

- This syllabus includes essential 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 reread it before emailing me.
- The PDF version of the syllabus on SU Course+ is the official syllabus for this course as it is updated periodically.¹⁴ Please visit the course page to view its most recent version.

Classroom Policies, Attendance, and Participation

- You must complete all assigned readings and have your questions ready before the lectures.
- Most of the assigned readings require further explanation. The first half of each class will thus follow the traditional lecture format. You are, however, strongly advised and will be encouraged to ask any and all questions you might have. In the second half, graduate students who will write a reaction paper for that week will be responsible for leading the discussion based on the theoretical mechanism and expectations, research design, empirical or formal evidence in the assigned readings, and the real-world implications for/from the Western democracies and Turkey, as well as the discussion questions posted to SUCourse+.
- Stuff happens –especially during these turbulent times. Should scheduling conflicts arise, please inform me before they happen and note that you are expected to attend each week except for extremely rare, serious, and documentable instances. Undergraduate students can thus miss 1 (one) course (and/or discussion session) without any grade penalty. Each other missed meeting will result in a 2.5% grade penalty. Graduate students are graduate students.

¹⁴Course content, requirements, and policies are subject to change at the instructor's discretion.

- Please note that your participation and attendance are graded separately. Attending the class without necessary preparation (i.e., having read the assigned readings and prepared answers for the discussion questions posted to SU Course+) and not taking part in discussions will result in a bad participation grade.
- You are required to turn off your cell phones during the lecture. You may use your computer (or tablet) only for course-related activities. I may ask those violating these two simple rules to put their electronic devices away or leave the classroom.

Course Page and e-mails

- I will post the lecture slides after each class and the short summary papers before the midterm and final examinations to the [course page](#).¹⁵
- 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 promptly.
- The fastest way to contact me is always via email. Please feel free to email me anytime 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. However, the exact schedule is 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 stapled 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 the correct use of terminology. I will provide you with annotated copies of your written assignments to improve your writing in both form and content. You are expected to take my comments into account in your remaining assignments.
- Late submissions for written assignments will be penalized by 2 (two) points for each hour they are late. You will receive 0 (zero) if your short summary or reaction papers are late for more than 2 (two) days and if your discussion questions or research design paper is late by more than 1 hour.
- Except for serious circumstances documented by the University Health Center or a hospital (and approved by the faculty administration) and 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 and will not discuss your grade with you in person.

¹⁵Any content published on SUCourse+ is created to be used and distributed within Sabanci University. The intellectual property rights of the content belong to the instructor and Sabanci University without any limitations. It cannot be used, copied, or reproduced by third parties without the prior written permission of the instructor and Sabanci University.

Academic Honesty

- As its [Research Misconduct Policy](#) suggests, Sabancı University expects students to do their own work and acknowledge others when presenting their work. It is thus your responsibility to properly cite your sources using an appropriate format. Please refer to [APSA's Style Manual](#) for the preferred citation format for this class, 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 or other sorts of academic dishonesty will not be tolerated.
- Note that all written assignments for this course are considered take-home exams according to the YÖK regulations. Therefore, plagiarism in those will be regarded as cheating and pursued to the limits of the 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.