

## **Capstone Seminar in Comparative Politics “Comparative Parties and Elections”**

Political Science 450, Section 1  
Summer Term 2008  
Mondays, Tuesdays, Thursdays, and Fridays, 2:00-3:20 p.m.  
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Office Hours: Mondays 1-1:50, Tuesdays 3:30-4:30, Thursdays 11-11:50, and Fridays 12-12:50.  
Other times are available by appointment.

### **COURSE OBJECTIVES:**

This course is first and foremost a writing class. I will work closely with you to help you write an excellent research paper, revisiting important topics learned in Political Science 200 such as selecting an appropriate research question; writing a research design; using proper documentation styles; writing and revising multiple drafts of papers; using appropriate logic, examples, and statistical evidence in your papers; and locating library and Internet materials to help you in your research. You will also write a variety of papers, in addition to your research paper, and you will practice writing to different audiences. We will also practice oral presentation skills and use peer reviews in revising papers.

The advantage of this course as a writing course is that we are able to combine your political science knowledge with your writing. We will cover the main topics of the study of electoral and party systems, and you are expected to incorporate this knowledge into your writing and into class discussion.

When you finish this class you should be more knowledgeable both about writing and presentation skills and also more knowledgeable about comparative electoral and party systems. Specifically, the work of this course ties in directly with the following learning outcomes of the Political Science major: “use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions” “write professional grade research papers on political science questions” “communicate effectively by presenting ideas in a high quality oral presentation.” Similarly, for the International Relations major, this course directly addresses these learning outcomes: “communicate effectively in writing and in speech” “employ appropriate methods of analysis and research, both qualitative and quantitative, to provide sophisticated analyses and clear, logical arguments relating to important questions about International Relations.” Other learning outcomes are also addressed in this course though they may not be a direct focus of our course work. Please visit the site <https://learningoutcomes.byu.edu> to view all of the learning outcomes for the Political Science major and the International Relations major.

### **WHO SHOULD TAKE THIS COURSE**

Though the topic of this course is one of comparative politics, this course is open to all Political Science or International Relations majors, and your paper may come from any of the traditional subfields of Political Science, as long as it is relevant to the study of parties and

electoral systems. For example, a student of American Politics could write for her paper in this course an analysis of the party system in the state of Minnesota or primary elections in Kentucky. A student of political philosophy could address any of the philosophical issues that surround representation and make an argument about the appropriateness of one type of representation over another. A student of International Relations could write on voting systems used in an international organization. Though many other topics in these subfields are not appropriate for this course, there are at least a few topics in every subfield that could be used appropriately for this capstone seminar.

Many of the questions that we ask in the study of elections and political parties are best answered with the use of quantitative data. If you ask a question that could be best answered with quantitative data, I will expect you to find that data and analyze it using the techniques you learned in Political Science 200 and 328. Though you are not required to do quantitative analysis in this class and many questions are best answered through other methods, it is inappropriate to avoid quantitative analysis when that would be the best or one of the better methods of answering your research question.

#### **TENTATIVE SCHEDULE OF CLASSES AND READINGS:**

June 23rd Writing and Selecting Topics, Data Sets and Sources

June 24th Origins of Electoral Systems

“Economic Interests and the Origins of Electoral Systems” Thomas R. **Cusack**, Torben Iversen, and David Soskice, *American Political Science Review* 101 (August):373-391.

June 25<sup>th</sup> No class, but **First writing assignment due (request for information)**

June 26<sup>th</sup> Spatial Voting

An Economic Theory of Voting, Anthony **Downs**, New York: Harper and Row, 1957, pp. 114-141.

June 27<sup>th</sup> Convergence of Parties

“Ideological congruence and Two Visions of Democracy,” Matt **Golder** and Jacek Stramski, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007; “The Electoral Consequences of Party Convergence,” Jane **Green**, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007

June 30<sup>th</sup> Coalitions

“German Grand Coalition and the 2005 Federal Election: Evidence of Party System Polarization and Catch-all Party Convergence,” Michelle **Williams**, presented at the 2006 Annual Meeting of the American Political Science Association, Philadelphia, PA, August 31, 2006; “Forming Left Wing Coalition Governments? Sweden and Germany in the Early 21<sup>st</sup> Century,” Christopher **Allen**, presented at the 2006 Annual Meeting of the American Political Science Association, Philadelphia, PA, August 31, 2006.

July 1<sup>st</sup> Extremist Parties

“Reputational Shields, Why Most Anti-immigrant Parties Failed in Western Europe, 1980-2005,” Elisabeth **Ivarsflaten**, presented at the 2006 Annual Meeting of the American Political Science Association, Philadelphia, PA, August 31, 2006; “Who Did Vote for Hitler? A Reanalysis of the Lipset/Bendix Controversy,” Abraham H. **Miller** and James S. Robbins, Polity, vol. 21, no. 4 (1989) pp. 655-677.

- July 2nd Special class day on Wednesday (not a regular class day)  
We will do oral presentations of research proposals on this day from noon to 6 p.m. Each student will sign up for a 2 hour block (noon to 2, 2-4, or 4-6) and will present during that block as well as listen to and comment on the presentations of the other students presenting during that block. Each presentation will be 8 minutes long, followed by up to 7 minutes of questions.
- July 3rd We will not hold class this day because Brother Christensen will be presenting his research at a conference (the special Wednesday class replaces this and the other classes that are cancelled because of this conference.) **Second writing assignment due (funding proposal)**
- July 7<sup>th</sup> We will not hold class this day.
- July 8<sup>th</sup> We will not hold class this day.
- July 10th American exceptionalism  
It didn't Happen Here, Why Socialism Failed in the United States, Seymour Martin Lipset and Gary Marks, New York: WW Norton, pp. 15-41 and 261-294.
- July 11th Party positions, **Third writing assignment due (full research proposal). This paper is due in class at the beginning of class. Please turn in three copies.** "New Models for New Labour, The Political Economy of Labour Party Support, January 1992-April 1997," Harold D. Clarke, Marianne C. Stewart, and Paul F. Whiteley, American Political Science Review vol. 92, no. 3 (September 1998), pp. 559-575; "Parties Electoral Strategies: An Empirical Analysis," Jeannette Money and Josephine Andrews, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007
- July 14<sup>th</sup> Competitive authoritarianism **Peer Reviews of Research Proposal Due. These reviews are due in class at the beginning of class.** "Why Parties and Elections in Authoritarian Regimes?" Barbara Geddes, presented at the 2005 Annual Meeting of the American Political Science Association, Washington, D.C., September 1, 2005; "Competitive Authoritarianism: Origins and Evolution of Hybrid Regimes in the Post-Cold War Era," Steven Levitsky and Lucan A. Way, presented at the 2006 Annual Meeting of the American Political Science Association, Philadelphia, PA, August 31, 2006.
- July 15th Types of Electoral Systems  
Electoral Systems and Party Systems, A Study of Twenty-Seven Democracies, 1945-1990, Arend Lijphart, New York: Oxford University Press, 1995, pp. 10-56.
- July 16<sup>th</sup> no class, but **Fourth writing assignment due (five pages of polished writing of your paper)**
- July 17th The Best Electoral System  
Real Choices, New Voices, the Case for Proportional Representation Elections in the United States, Douglas J. Amy, New York: Columbia University Press, 1993, pp. 1-41; "Electoral Institutions, Political Engagement, and Ethnic Identity in Africa: New Evidence for an Old Debate," Eric S. McLaughlin, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007
- July 18th Strategic Voting  
Making Votes Count, Strategic Coordination in the World's Electoral Systems, Gary W. Cox, New York: Cambridge University Press, 1997, pp. 69-98.
- July 21st Women and Minorities

“Are Voters in Primaries Biased Against Female Candidates? A Regression Discontinuity Analysis,” Daniel M. **Butler**, presented at the 2006 Annual Meeting of the American Political Science Association, Philadelphia, PA, August 31, 2006; “Electoral Representation of New Actors in Suburbia,” Michael **Jones-Correa**, presented at the 2006 Annual Meeting of the American Political Science Association, Philadelphia, PA, August 31, 2006.

July 22<sup>nd</sup> Quotas

“Fast Track Strategies for Achieving Women’s Representation in Iraq and Afghanistan: Choices and Consequences,” Pippa **Norris**, presented at the 2006 Annual Meeting of the American Political Science Association, Philadelphia, PA, August 31, 2006; “Party Quotas versus Reserved Seats: Comparing Electoral Gender Quotas for Parliament in East and Southern Africa,” Gretchen **Bauer**, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007

July 23<sup>rd</sup> no class, but **Fifth writing assignment due (completed and polished draft of paper). Please turn in three copies**

July 24<sup>th</sup> no class (holiday)

July 25<sup>th</sup> Public Financing

“The Impact of Public Financing Programs in Municipal Elections: Evidence from New York and Los Angeles,” Brian E. **Adams**, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007; “Electoral Transitions in Connecticut: the Implementation of Clean Elections in 2008,” Kenneth R. **Mayer** and Timothy Werner, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007.

July 28<sup>th</sup> Vote Buying **Peer reviews of draft papers due, in class at the beginning of class.**

“As Parties Compete for Votes (By Buying Them): Gifts and Votes in Mexico,” Salvador **Vazques** del Mercado, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007; “Is Vote Buying Effective? Evidence from a Field Experiment in West Africa,” Pedro C. **Vicente**, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007.

July 29<sup>th</sup> Pork

“Conceptualizing Clientelism: Political Exchange and Democratic Theory,” Jonathan **Hopkin**, presented at the 2006 Annual Meeting of the American Political Science Association, Philadelphia, PA, August 31, 2006; “The Election Effects of Credit Claiming for Pork Barrel Projects in Congress,” Kenneth N. **Bickers** Diana Evans, Robert M. Stein, and Robert D. Wrinkle, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007.

July 31<sup>st</sup> Reasons to Vote

An Economic Theory of Voting, Anthony **Downs**, New York: Harper and Row, 1957, pp. 207-259; “Perceptions of Candidate Personal Traits and Voting in Presidential Elections, 1996-2004,” Charles **Prysbly** and David B. Holian, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007.

August 1<sup>st</sup> Economic Voting

“The Media and Economic Voting in Israel,” Tamir **Sheafer**, presented at the 2006 Annual Meeting of the American Political Science Association, Philadelphia, PA, August 31, 2006; “The Economy, Subjective Economic Evaluations, and the Presidential Vote,” Justin **Ulrich** and James C. Garand, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007.

August 4th            Realignment

Electoral Realignments, a Critique of an American Genre, David R. **Mayhew**, New Haven, CT: Yale University Press, 2002, pp. 7-33; “Wars and the Party System at the Turn of the Century,” Robert P. **Saldin**, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007.

August 5th            Political Participation

“Unequal Participation, Democracy’s Unresolved Dilemma” Arend **Lijphart**, American Political Science Review, Vol. 91, no. 1 (March 1997) pp. 1-14; “The Genetic Basis of Political Participation,” James H. **Fowler**, Laura A. Bakier, and Christopher T. Dawes, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007.

August 7th            Culture

“The Level of Development and Democracy, Latin American Exceptionalism, 1945-1996” Scott **Mainwaring** and Anibal Perez-Linan, Comparative Political Studies, (2003) vol. 36, no. 9, pp. 1031-1067; “Democratization and Electoral Reform in the Asia-Pacific: Is There an ‘Asian Model’ of Democracy?” Benjamin **Reilly**, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007.

August 8<sup>th</sup>            Islam

“Islamist Movements and the Problem of Democracy in the Arab World,” Michael **Herb**, presented at the 2005 Annual Meeting of the American Political Science Association, Washington, D.C., September 1, 2005; “The Moderation Theory Revisited: The Case of Islamic Political Actors,” Gunes Murat **Tezcur**, presented at the 2007 Annual Meeting of the American Political Science Association, Chicago, IL, August 30, 2007.

August 11th            **Sixth writing assignment due (Final Paper).**

## **COURSE REQUIREMENTS:**

Readings—Our readings are primarily taken from papers recently presented at the national convention of the American Political Science Association. These papers are of mixed quality. Some are well polished and are of near publishable quality. Others are a first attempt at addressing a topic and will be revised several more times before they are in any shape to be published. We read these papers for two reasons: (1) in a class on writing papers it helps to see all kinds of examples of papers, not just excellent papers. I hope that you will see, by reading these papers, that you too have the skills necessary to produce a professional quality research paper. (2) These papers represent the latest research on each of the topics that we will address. Typically the author summarizes the previous work on this topic and then applies it more narrowly. Thus, you get the advantage of having a summary of the literature on this topic and a more narrow, cutting-edge application of this topic. It also doesn’t hurt that these papers are available for free on line.

There are neither tests nor quizzes in this class. The readings will be helpful for your research, but it is conceivable that you could write a research paper that doesn't touch on the themes or ideas addressed in these readings. Why are we reading them? They will give you a broad understanding of the issues of comparative parties and elections that you would miss if you concentrated only on the narrow topic of your research paper. Students who take this class usually appreciate the readings and discussion because they open their eyes to topics and issues that end up being useful as they think through the issues of their own research paper.

The readings are of crucial importance to our class discussions. To be able to participate in the seminar style discussions of this class, you will have to read the assigned pages. There is no lecture in this class. Rather, we will all come to class each day with questions and comments about the assigned readings. If you have not prepared, you will not be able to participate well in the discussion and such a lack of preparation will be reflected in your participation grade for the class. In order to help you prepare the readings for each class period, I have attached a series of questions for each assigned reading to this syllabus. You should come to class prepared to answer and discuss each of the questions for the assigned readings that day.

**Paper**—The core of this course is to produce a well-written and well-researched paper. Along the way you are required to write and turn in for a grade five other writing assignments. Most of your course grade will be determined by your grades on these six writing assignments. I have very specific expectations for each of these writing assignments, and we will periodically spend time in class going over those expectations and helping you to write better. Each writing assignment is graded separately, so it is in your best interest to turn in, for example, an excellent draft of your paper. If you turn in a rough version of your paper as a draft, it will be graded accordingly, and you may receive a D or an F for the draft. This grade (as well as all other paper grades) will count towards your course grade, independent of the grade that you receive for your final paper.

**Peer reviews**—You are required to review and grade two proposals and two first drafts. You will in turn receive back your proposal and your draft having been graded by me and two other students. I will grade your reviews of other students' work before returning them to those students. If you do not put much effort into these reviews, your grade will reflect your lack of effort.

**Presentations**—You will present your proposal to the class and answer questions about it. I have specific expectations regarding these presentations listed in an appendix of this syllabus. It is important to present in an interesting and effective manner. The style of your presentation is as important as the content of your presentation. It is easy to earn a mediocre or a bad grade on a presentation, especially if you do not read and follow the presentation guidelines in the appendix.

**Course policies:** If a paper is due on a day that is not a course day, then the paper may be turned in at any time that day. It is turned in at my office (775 SWKT) or at the Department office (745 SWKT). Be aware that if you come too late in the day or on a holiday, the building will not be open. If you come to turn in your paper and the building is already closed, you will receive a late penalty for the paper. Late penalties are calculated at a 10 percent penalty for each day that a paper is late. For example, a paper that is 4 days late will receive a 40 percent late penalty. A hard copy of the paper is to be turned in to complete the assignment; papers should not be e-mailed to me. If you e-mail your paper to me, I will assess a 5 percent penalty to your grade for that paper for your failure to turn the paper in according to course requirements.

“T” grades will not be given in this class. If you require extra time to finish an assignment, you will be assessed late penalties for every additional day that the paper is late. Late penalties are only waived for valid medical or family emergencies. I do not want to prevent any student from graduating because he or she did not earn a passing grade in this class, but I do not lower my standards in order to allow someone who has not performed adequately to graduate. If you are having problems, come see me before the situation gets out of control. I am happy to work with students who are struggling.

**GRADING:** Your course grade will be based on the following:

Final Paper (Assignment 6)	25%
Full Paper Proposal (written) (Assignment 3)	10%
Funding Proposal (Assignment 2)	5%
Partial Draft of Paper (Assignment 4)	5%
Full Draft of Paper (Assignment 5)	15%
Request for information (Assignment 1)	5 %
Peer reviews of Proposals and Drafts	5%
Oral Presentation of Proposal	10%
Class Participation	20%

Grades are assigned in the customary manner of 90-100% as an "A- or A" etc. Students who are unsure about their performance in class should feel free to talk to me. I will do my best to help you in any way that I can.

## **DESCRIPTION OF ASSIGNMENTS**

### **1. Request for Information (Assignment 1)**

In this assignment you will ask for information that you will need to complete your research. You are contacting an important and busy person who receives many requests each day for his or her time. Your request could be for data, an answer to a question, for an opportunity to interview the person. Please choose a real person who actually could benefit your research (whether or not you actually decide to contact that person or even do research on that topic). Please decide on the most effective method of contacting that person and persuading them to help you in your research. You should explain who you are, what your research topic is, and why you need their help. You should make a specific request and try to place as much of the burden on yourself rather than the other person. I will grade your requests based on how persuasive you are in your request and will look at everything, from how concise you are in your request to your writing style to the perceived arrogance or perceived self-deprecation in your choice of words and writing style. There are many ways to do this assignment wrong, and I can not list every single way that a request could be off-putting. The bottom line for the evaluation of this assignment is would an important and busy person be likely to answer your request or would they be more likely to ignore the request.

### **2. Funding Proposal (Assignment 2)**

Please write a two page proposal for a \$2,000 grant to conduct the research that you propose. Please highlight (at a minimum) your research question, methodology, likely data sources,

summary of the literature relevant to your research question, and a brief but specific budget of how you would spend the \$2,000. The ORCA proposal grants would be an excellent model of what you should do for this assignment. Please visit the ORCA website at BYU to see some examples of good proposals. Please consult Appendix 1 for general guidelines of good writing that would apply to this assignment.

### **3. Full Research Proposal (Assignment 3)**

Please model this paper after the research proposals that you wrote in Political Science 200. Your proposal should cover each of the areas covered in the proposals that you wrote for Political Science 200. The format for the actual proposals varies from instructor to instructor, so the format of your proposal for this class is not important, but it is important that you discuss each of the topics required for such a proposal. If you have questions about 200 proposals, please look your past syllabus for the course or visit the archived syllabi for the class accessible from the Political Science Department web page. Please consult Appendix 1 for general guidelines of good writing that would apply to this assignment.

### **4. Peer Review of the Full Research Proposal**

I expect you to make extensive marginal comments on the paper and some final comments about the paper at the end of the paper. Feel free to praise and criticize as seems appropriate. You should comment on both the writing style and the content of the proposal. Peer reviews that say very little, are factually incorrect, or are offensive in tone will not receive good grades. In addition, reviews that only comment on grammar or only comment on ideas will also be penalized. The more useful your review is to the author, the higher the grade for your review will be.

### **5. Partial Draft of Paper (Assignment 4)**

Our tendency is to put off writing until the last minute. This assignment is to help you do some writing each day as you work on your paper. Please identify a section of your paper and write that part of your paper (at least five pages). Make sure that you revise and rewrite that portion of the paper before you turn it in for this assignment. Please turn in a well-written, extensively revised portion of the paper. Do not be confused by the term “draft.” I expect to see professional or final-version quality in this paper (the same standard that I will use with all of your writing assignments in this class). Your writing may come from any portion of the paper: an introduction plus a literature review, a summary of one set of evidence, an explanation of the data, a discussion of case selection and your hypothesis. I will grade both your ideas and your writing style. Please consult Appendix 1 for general guidelines of good writing that would apply to this assignment.

### **6. Full Draft of the Paper (Assignment 5)**

Plan on having your research completed and your paper written up and revised several times when you turn in this assignment. This is to be final, polished draft of your research paper. Your paper will be graded by the same standard as the final version of the paper. Ideas and writing style (as with any paper) will both be evaluated and graded. The length of this paper should be determined by your research question. I would rather not specify a minimum length for the paper because I want you to address your topic as needed and not pad your paper to make it a certain length. Please consult Appendix 1 for general guidelines of good writing that would

apply to this assignment.

### **7. Peer Review of the Full Draft of the Paper**

The standards for this peer review are identical to those for the peer review of the research proposal.

### **8. Final Paper (Assignment 6)**

Your final paper should be an improved and revised version of your Draft Paper. In addition, your Final Paper must include a maximum 200 word abstract of your paper. An abstract is a concise summary of your findings, laying out in the briefest possible form your thesis, supporting arguments, and methodology. Your audience for the abstract is a busy executive who has about 30 seconds to read your abstract and decide if it is interesting enough to want to read your paper. An effective abstract will persuade a busy generalist (not a specialist on parties and elections) that he or she should spend some time to read your paper. Please consult Appendix 1 for general guidelines of good writing that would apply to this assignment.

### **9. Proposal Presentation**

The standards for excellent oral presentations are given in Appendix 2. The amount of time allocated to your presentation will be decided in class. Your presentation will be graded according to the standards given in the Appendix 2, and your response to the questions that will follow your presentation.

### **10. Class Participation**

My general expectations for class participation and the specific rules for calculating class participation are given in Appendix 3. Please look over these expectations closely. Because our class is small, expect to talk in every class and also expect to answer questions about the assigned readings every day. If you miss class, are late, are unprepared for class discussion, or your comments do not meet the expectations given in the Appendix 3 regarding class participation, then your grade for class participation will drop accordingly.

## **UNIVERSITY STATEMENTS ON PLAGIARISM, DISCRIMINATION, AND ACCESS**

(Some of these statements the Dean of the College has requested be in every syllabus)

### **Plagiarism:**

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material

must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

#### Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

#### Access:

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

## **Appendix 1: General Guidelines for Research Writing**

### *Analytical Component of the Paper and Expectations of Length.*

Your paper(s) should be as long or as short as the topic requires to answer the question that you pose well, or to complete the task that is required. It is more important that you focus on covering your chosen topic well and accurately than on the page length. A research paper needs to be of significant length, but there is not set minimum number of pages for this paper. Some of the writing assignments have important maximums. The abstract can be no more than 200 words. The funding proposal can be no more than two pages. Otherwise the length of the paper should be determined by what is needed to adequately cover the assigned topic. The research paper must also be 80 percent analysis. Though you should also briefly summarize events and other factors that are related to your topic, the bulk of the paper should focus on your thesis statement, which is the answer to an analytical question.

### *Selecting a paper topic.*

Come and talk to me as you work to select and narrow your paper topic(s). I can help guide you if I think that you are choosing a topic that is too broad or too difficult. Similarly, I can help you select a new topic if your topic does not relate in some way to parties and electoral systems.

### *Obvious Expectations.*

The paper(s) must be typed and double spaced. There should be no spelling, typographical, or grammatical errors.

### *Comprehensiveness of the discussion.*

Your paper(s) should include a comprehensive discussion of all relevant issues and arguments. Even a lengthy research paper cannot go into great detail on all of the relevant issues of a complex dispute. However, it is important to lay out for the reader what the important issues are and discuss them. If you find that there are just too many issues to discuss adequately in your paper, then narrow the topic of the paper.

### *Have a clear thesis statement at the beginning of the paper.*

Your conclusions should be stated at the beginning of the paper and not saved for the end of the paper. The reader should be able to read the first page of your paper and know essentially what your thesis statement is and what your main arguments are. The rest of the paper is to develop and support those arguments and not to spring new arguments on the reader. A thesis statement may be more than one sentence. A thesis statement should not only give your conclusion, it should also tell the reader what the main arguments will be that will be discussed in the paper. These main arguments must be related to and support the conclusion that is the core of the thesis statement.

### *Present your ideas in a coherent structure.*

Each paragraph of the paper should fit into an overall structure, and the reader should be able to easily figure out the structure. If a paragraph or an idea does not fit into this structure, the structure should be changed, or the paragraph or idea should be left out.

The structure should be easily identifiable. This is best done by laying out the structure in the first paragraph or two. Give the reader a roadmap. Tell the reader what the thesis of the paper is and what the supporting arguments are. Then begin each section with a clear indication of what section it is. Use transitions to signal a change in sections or a change within sections. Such cues help a reader to understand and follow your arguments.

*Anticipate counter arguments and address them.*

A paper is much more persuasive and effective if you take the time to anticipate the weaknesses of your arguments. Then take a paragraph or two and give your response to the most likely counter arguments. Do not be afraid to directly address what you see as some of the weaknesses in your arguments. A writer is usually better off just tackling these issues head on. Usually if you are aware of the counter arguments, the reader will also think of them.

*Your thesis statement must be based on an analytical question.*

Do not write a descriptive paper. The question might be quite simple--AWill the new Japanese electoral system affect the number of viable political parties in Japan?@ This question should then be turned into your thesis and presented at the beginning of the paper. For example AChanges in the Japanese electoral system will not affect the number of viable political parties in Japan. This change will not occur in Japan because the consolidating effects of the new electoral system are more than counterbalanced by three other important political phenomena.@ This analytical portion of the paper must be 80 percent of your paper. In your analysis you can have description, but it must be description that is directly related to your thesis and its arguments. An example of a descriptive (and unacceptable) question would be AWhat are the main features of the mixed electoral system used in Japan.@ To answer this question you do not need to think, you only have to find information and transcribe it into your paper.

*Each paragraph must also have a clear, internal structure.*

Develop one idea per paragraph, and tell the reader what that idea is in the first sentence of the paragraph, the topic sentence. The rest of the paragraph should be related to that first sentence. For example, if a paragraph begins with APublic opinion in Japan made it difficult for the Japanese government to send troops to the Gulf War,@ then everything else in the paragraph should deal with public opinion in Japan. Halfway through the paragraph do not switch and start talking about how the Japanese Constitution also prevented the action. If you want to put both ideas in the paragraph, change the leading sentence to AConstitutional constraints and public opinion in Japan made it difficult for the Japanese government to aid the UN effort in the Gulf War.@

*Your audience is an educated reader.*

Do not expect your readers to know all the details of the events that you are writing about. On the other hand, you can just make simple reference to historical or international events that the educated reader should know about. It would be appropriate to say Ajust as the assassination in Sarajevo sparked World War I, some fear that the war in Bosnia

will spread throughout the Balkans and will eventually involve the great powers of Europe.@ You do not need to explain how the events in Sarajevo led to World War I.

*Adjust your writing style to differences in your intended audience*

Your request for information is written to an expert on a topic. Assume that your audience for that assignment knows more than the “educated reader” described above. Your abstract and funding proposals are to busy, non-specialists. Do not assume that they are conversant with electoral systems, other than the major differences between single member districts and proportional representation systems. Make sure that your main points in these papers would appeal to someone who is not an electoral or party systems specialist. Your research paper should be accessible to non specialists, but it should also develop points that would be of interest to specialists. You must assess who your audience is for each paper and adjust your level of detail in your writing to fit the audience.

*Use a consistent and acceptable style of citation.*

In the political science department, Turabian (Chicago Manual of Style) is the standard. Turabian allows for using footnotes, endnotes, or parenthetical citations with a works cited page at the end of the paper. I prefer the use of parenthetical citations but any of the three styles is acceptable.

*Do not plagiarize.*

You must cite anytime you use someone=s words or ideas. Arguments borrowed from other writers (even if they are paraphrased in your own words) and disputed statements of fact must be cited to their sources. You should also cite facts that are not common knowledge. You do not need to cite when an author makes an argument that many others make or cites a fact that could be found in many other books. For example, you would not cite someone who claimed that war causes suffering or someone who pointed out that China is the most populous country in the world.

*Avoid the excessive use of quotations.*

You should use quotations when (1) you are examining the exact text, such as an analysis of the wording of a politician=s speech or (2) the author=s wording is so superior that a paraphrase of the author=s point would be inferior. In all other situations you should paraphrase the author=s point with a citation. For example, if the original quotation says AChina has long feared encroachment by what it terms hegemonic powers. In the early part of this century it was the European powers, later it was Japan and then the Soviet Union. China=s latest fears seem to center on the United States.@ There is nothing spectacular about this quote, so don=t quote it. Paraphrase the information in your own words—[The twentieth century has been a time of fear for China, fear of intervention by foreigners. First it was the Europeans, then the Japanese, then the Soviets, and now China fears the United States (Hoople 1997, p. 26).] Your paper will read better if it is not just a string of quotations put together. Be careful, however, when paraphrasing. Anytime you use more than three words of another author’s work in a row, it is a quote, not a paraphrase. It is a violation of the BYU Honor Code to plagiarize, and passing off someone else’s wording as your own is plagiarism. It is also

plagiarism to take someone's quote and change only a few words in each sentence. If the majority of the words in the sentence are still the original author's wording, it is not a paraphrase, it is plagiarism. Examples of plagiarism that occur will be reported to the Honor Code office, and the plagiarist will fail the class or the assignment, and possibly be expelled from the university if this plagiarism is egregious or other Honor Code violations have occurred in the past.

*Check your writing style by following these tips.*

(1) Count the number of words in each of your sentences. You should have sentences of varied lengths. If this is not the case, revise the length of some of your sentences to give some variety to your writing.

(2) Count the number of state of being verbs in your sentences (is, are, was, were, be, being, been). If most of your verbs are state of being verbs, revise.

(3) Read your paper aloud. As you read it you will stumble across awkward or garbled sentences or sentences that are too long. Revise those sentences.

*Avoid packing your paper with fluff in order to lengthen the paper.*

The paper should be tight and organized. If I come across a paragraph, a sentence, or a page that could be deleted without detracting from your arguments, I will indicate that on your paper. You should anticipate such comments from me and revise your paper accordingly before you turn it in. Similarly, do not try to include all of your research just because you have spent the time doing the research. You will come across many interesting and important facts that are not relevant to your thesis. Do not make the mistake of including discussion or argument in your paper that does not fit into the overall structure of your paper.

*Avoid the passive voice.*

Do not say *The box was shown to us by the professor*. Say instead *The professor showed us the box*. You can identify the passive voice if you notice that the subject is missing *It is argued that short people are cranky* (who is doing the arguing is missing), or if the subject follows the verb *It is argued by some that short people are cranky*. Say instead *Some people claim that short people are cranky*. Sometimes the passive voice should be used, but most writers use it too much. Unless you have a good reason to say something in the passive voice, revise the sentence to eliminate the passive voice.

*Cut out all unnecessary words.*

Do not say *It is my opinion that the United States is a democracy*. In a paper that you write the reader knows that everything that you say is your opinion. Just say *The United States is a democracy*. Similarly, do not say *The Russians were unaware and did not have knowledge with regards to the fact that . . .*. Say instead *The Russians did not know that . . .*

*Avoid colloquial language.*

Papers should not read like a telephone conversation. Do not say *The thing that really bothers me about Japanese protectionism is that . . .*. Say instead *Japanese protectionism is unwarranted because . . .*. Do not say *It's very disgusting that the*

US tries to make Japan do things that it doesn't want to do. Say instead The United States should not force Japan to follow US priorities. You should try to avoid slang words, words that are common in informal speech, or vague words such as thing, really, every, a lot, etc. Using more formal speech does not mean, however, that you have to use big or complex words. Use the best word for the situation. It may be short or it may be long, but use the best word.

*Do not use jargon or vague language.*

If I read the transcendent modalities of bureaucratic reifications I will have no idea what you are trying to say unless you have previously defined what these terms mean in your context. It is also better to use concrete or specific language rather than abstract or general terms.

*Use active verbs whenever possible.*

Rather than saying A third proposal put forth by the committee is that courses should only be taught on Tuesdays say instead The committee also proposed that courses be taught only on Tuesdays The first sentence's verb is Ais the second sentence's verb is A proposed. A Proposed is an active verb in contrast to a state of being verb such as Ais. A good test of active verbs is to circle every state of being verb in your paper (is, are, was, were, be, being, been). If many of your verbs are state of being verbs, there is probably a need to replace some of them with active verbs.

*Know grammar rules.*

For example, Ait=s means Ait is. The possessive form of Ait is Aits. Two independent clauses are usually joined by a semicolon or ,and ,nor ,for ,but ,so ,yet ,or. Ai.e. is used for exhaustive lists; e.g. is used for examples. Compound subjects and predicates require parallel structures.

*Use the best word.*

If you say A economic growth is reverberating, I will suggest that you reword the phrase. A better choice of words might be A growth rates are fluctuating. Good writing is not just using correct grammar. It is using the best words and phrases to convey your message unambiguously and without phrasing that sounds awkward to the reader.

*Avoid chopiness in paragraphs and between paragraphs.*

It is important to use transitions to link paragraphs. It is also necessary to link the sentences in a paragraph with transitions. Though the repetition of words is usually undesirable, sentences in a paragraph can be linked together by repeating a key word. Another way to link sentences in a paragraph is to use transition words. Some examples are and, also, besides, further, furthermore, in addition, moreover, next, too, first, second, for example, for instance, to illustrate, in fact, specifically, also, in the same manner, similarly, likewise, but, however, on the other hand, in contrast, nevertheless, still, even though, on the contrary, yet, although, in other words, in short, in summary, in conclusion, to sum up, that is, therefore, after, as, before, next, during, later, finally, meanwhile, then, when, while, immediately, above, below, beyond, farther on, nearby, opposite, close, if,

so, therefore, consequently, thus, as a result, for this reason, since.<sup>1</sup> If your writing is choppy, consider using some of these or other transition words to link your sentences together better.

*Back up your claims or arguments with evidence, examples (real or hypothetical) or sound logic.*

Without support you are arguing by assertion. For example, a person could claim that affirmative action programs are bad because that person doesn't like them. Most people are not persuaded by such arguments. Use evidence, analogies, examples, and logic to support your points.

*Writing grammatically correct sentences is not necessarily good writing.*

A paper could be written without any errors but still be marked down to a C grade or lower because phrasing is awkward or paragraphs are unstructured or wordy. Do not be offended because I tell you that you can write better. Every semester I have students who tell me that they have always received A grades on their papers and I am the first professor to give them a B. I had the same experience when I was a student at BYU, and I am grateful to the professor who forced me to improve my writing by pushing me beyond simply writing grammatically correct sentences.

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<sup>1</sup>Diana Hacker, *A Writer's Reference*, 4<sup>th</sup> ed. (Boston: Bedford/St. Martins, 1999), 35.

## **Appendix 2: Guidelines for Class Participation:**

I recognize that some students are quite comfortable talking in class and some students are petrified of talking in class. I use a sliding scale in evaluating class participation. I reward effort, not volume of talking. I also reward quality, not quantity of talking. Here are some suggestions of how to have excellent class participation.

*Be prepared to answer general questions about the assigned readings and come prepared with your own questions that you had after doing the readings*

I will check your level of preparation by asking you to lead off our discussion about the assigned reading for that day's class. I may ask questions about the reading or ask your reaction to the reading or any questions that you had. Expect these questions and be prepared to answer them. Being unprepared for class discussion is the easiest way to lower your participation grade in class.

*Consider the relevance of your question or comment.*

I like provocative questions that may sidetrack us a little. Such comments are interesting and contribute much to the class. However, make sure that such sidetrips are interesting and will be relevant to the rest of the class. If we have already had ten minutes of discussion and I am obviously trying to move back to the main topic or move on to a new topic, it is probably not a good time to introduce an extraneous question.

*Do not make repetitious statements.*

If someone else just made what was essentially your point, do not try to make that same point again. If I call on you because I had seen your hand in the air, just say "Carol just made my point."

*Monitor the frequency of your own talking.*

If you find that you are trying to answer every question that I raise, you are probably talking too much. Try restricting your own class participation. How about your own rule that you will only talk twice in each class period? Our class is a seminar class and so everyone will be participating in class discussion every day.

Please make sure that you are not dominating that discussion. Do not always be the first to speak. Sit back sometimes and let the other students go first.

*Treat other students with respect.*

Laughing or snickering at another student's statement is not appropriate. Anger is also not appropriate. I appreciate emotion and vigor in expressing opinions, but please do not direct it at an individual. Save your passion for your ideas. Try to use names when referring to other students.

*Good comments or questions show thought or insight.*

If you are sitting there thinking that what I have said seems contradictory or wrong, chances are that you have a good comment or question. Making a connection between what we are learning now with what we have learned in the past is also a good way to develop insightful questions or comments. Another good strategy is to apply what we are discussing to real world or hypothetical examples. It also helps if you try to imagine what the other side will say. You will come up with some good ideas and questions if you put yourself in the shoes of a politician and try to imagine how he or she would answer a question.

For those of you who don't normally talk in class, I urge you to try to participate. I will help you by calling on you for your opinion. Do your best to stay with me and try to answer my questions. I am calling on you not to embarrass you. I want to help you practice this important skill. Don't just wait, however, for me to call on you. Try to jump in and give your opinion. In class discussions I will give priority to those who normally don't talk, so if you appear willing to talk, I will let you lead off on the discussion even though others also want to talk. As a seminar class, everyone will have to talk in class. **Expect to say something in every class period, in addition to times that I call on you.** It will be to your benefit if you choose when you talk rather than waiting for me to call on you and pull you into the discussion. If you find it extremely difficult to talk in classes, try coming up with a question that you can ask about our readings. I am just as happy if your voluntary participation in class is your asking a question.

I will assign the participation grade for this class according to the following

guidelines:

(1) I will calculate and post on Blackboard the number of class periods in which a student volunteered a comment or question (not including times that I called on a student). This number is the number of class periods that a student spoke in voluntarily, it is not the number of times that a student talked in a class period. Thus, talking once or talking ten times in the same class period is identical according to this measure. After class each day I will record who volunteered any comments or questions and add that day's numbers to the running total for each student in the class. The best grade will be given to students who volunteered a comment or a question in nearly every class period. If you never talk in class and are extremely uncomfortable talking in class, you can still earn an excellent grade by preparing a question to ask each class period and making sure that you ask your question.

(2) I will calculate and post on Blackboard two other numbers, the number of times I called on you to answer one of the questions given in advance for the assigned readings that day and whether or not you were prepared or unprepared. I care less about whether your answer was correct or incorrect (in fact, for many of our questions there is no correct answer), and more about whether you are prepared to discuss the question. If your answer suggests that you have not completed the assigned readings, I will give you only partial or no credit for being prepared that day.

I will allow you a maximum of twice during the semester to be excused from being prepared to answer questions in class. These excused days include days that you might miss class for any reason. If I have your name down to call on you in class and you are not in class that day, it will count as being unprepared for class discussion. I will excuse either being absent or attending class and being unprepared twice during the semester. After these two excused times, all absences or being unprepared will count against your participation grade. If you know that you will be missing more than two days of class during the semester, please visit with me about your situation. Please also be aware that if you use up your two excused times on absences, then you will need to be prepared for all other class periods. Absences and coming to class unprepared are treated identically for grading how prepared you are for class. However, attending class, even if you haven't completed the readings still helps the first half of the class participation grade, so it is to your advantage to attend class, even if you have not prepared the class readings for that day.

## Appendix 3: Guidelines for Presentations

*Practice the timing of your presentation.*

Each presentation will have an assigned time limit. Make sure that you practice your presentation and can say everything that you want to say within this time limit. Going over time will hurt your presentation grade significantly. Going over by one minute will lower your grade to a B or B+ even if the rest of the presentation is flawless. Please take this requirement seriously. You must practice and time your presentation in advance. **The easiest way to get a bad grade on your presentation is to ignore this advice and go overtime.**

*Make sure that your dress does not detract from your presentation.*

You don't have to wear a dress or a suit and tie, but shorts, thongs and a T shirt will make it difficult to take your presentation seriously.

*Do not read your presentation.*

Practice so that as you talk you can engage your listeners. It might be a good idea to write out your presentation, but you must practice the presentation sufficiently so that you can talk with only occasionally glancing down to your notes. **Ninety percent of the time you should be making eye contact** with the audience. If you fail to do this, your presentation will be graded down accordingly. Also beware of the trap of looking at powerpoint slides, an overhead, or your notes. Remember that 90 percent of the time I expect you to be looking at the audience.

*Do not grope for words or stumble on phrases.*

If you decide to talk off of notes rather than writing out your speech, make sure that you practice making your speech off of those notes enough times that you are comfortable and have the set phrases in mind that you will use. Do not grope for the correct word while you are doing your presentation. Make sure that you know how to correctly pronounce all the words that you are going to say. You are giving a formal presentation; practice your speech so that you use powerful, concise phrases. Think through how you want to say things and then practice saying them

that way.

*If appropriate, liven up your presentations with a handout or visual aid.*

However, make sure that your prop does not detract from your discussion. An example of a bad visual aid would be a presentation on Africa in which a map of Africa is put on powerpoint and it is kept on through the entire discussion and it is never referred to in the discussion. Put the overhead or powerpoint slide up, refer to it, and then turn the projector off (or insert a blank powerpoint slide) so that your listeners will again concentrate on what you are saying rather than looking at some irrelevant overhead. Similarly, long, multi-page handouts often distract listeners. Make sure that all of your handout is relevant and important. It is also important that if you make a visual aid that it be visually appealing and easy to read. An chart of election returns must be larger than the typical 12 point font if your audience is going to be able to read the chart.

*Use your imagination and have a sense of humor.*

Liven up your presentation with an illustrative anecdote, a provocative question, a joke, a moving photograph, or an illustrative graph or figure. If you have a lot of information to go through, it is essential that you help the listener remember and understand what you are saying by illustrating your points and presenting examples. The more interesting your examples, the better your presentation. Remember that your goal in an oral presentation is to engage your listeners and help them remember key points. Do not make the mistake of cramming a ton of information into a ten minute presentation. That will just ensure that the listener remembers nothing. It is better to cull out less important information and then use some of your time with illustrations or examples that will liven up your presentation and help the listeners remember the points that you are making. **A presentation that is competent and simply presents information but does not engage the listener will receive a grade of no higher than a B, even if the rest of the presentation is flawless.**

*If you have a lot of technical or confusing information to cover, outline the information.*

An outline or enumerating points helps the listener keep track of your arguments.

Overhead, visual aid, or handouts can also help. If you tell the audience at the beginning that you have three main points and then summarize them at the end, I guarantee that the audience understanding and retention of your presentation will double.

*Be prepared to respectfully answer questions.*

Never ridicule the question or the questioner. Try to help questioners feel that you appreciate their questions and that their concern or question is natural or to be expected.

*Be aware of distracting habits that you might have.*

Do not chew gum. If you always tap your foot when you speak, try to stop doing it. Try to minimize the number of Auh@ Akay@ Auhm@s that are in your speaking. Do not obviously look at the clock or your watch.

*Begin your presentation at a basic level.*

Make sure that all the listeners understand what the main issues are and what your answers are to those problems or questions. Begin and end your presentation with a reminder of the main points of your presentation and why this topic is important.

*Beware the technology trap.*

Powerpoint is an excellent way to make a presentation more lively, but there are also many ways to misuse powerpoint. Do not use powerpoint to simply repeat your main points up on the screen. If that is all that you are using powerpoint for, then just have a summary slide for the end or beginning of the presentation and then insert a blank slide so that the rest of the time the audience is looking at you. If you have multiple slides interspersed with your talking, try to find a way to direct attention back to you at times by either turning off the powerpoint or inserting a blank slide. Because technology is unreliable, please also have a backup system for your presentation should the computer or powerpoint not function. Be prepared to shift to handouts or an overhead if necessary. You will be marked down on your presentation if you are not ready to start at the starting time for the presentation, and this penalty will stand, even if the delay is entirely the fault of

hardware in the classroom or a software problem. Be prepared to move forward with your presentation regardless of what happens to your technology.

*Balance content with entertainment*

An excellent presentation will leave the listener with new and interesting information and will have conveyed that information in a memorable manner. Do not create a presentation that is all fluff and fireworks, and do not create a presentation that has tons of new information but is hopelessly complex or boring. Good presenting combines both attributes: a little bit of entertainment, but not too much; enough new and interesting information, but not a torrent of facts.

*Be creative and have fun*

You are consumers of information and presentations every day. You are often the best judge of whether something would be a good presentation. Think through what illustration or activity would best convey your information and motivate your audience to listen to what you have to say. A bit of effort to be creative typically reaps great rewards in the quality of your presentation.

## Appendix 4: Reading Questions

Questions are given below for each of the assigned readings for class. Please come to class prepared to answer each of these questions from that assigned readings. Please also think of your own questions, comments, or reactions to the assigned readings.

For class 1, writing and selecting topics (no assigned readings)

-Please come to class prepared to discuss the topic on which you would like to write your research paper. We create good paper topics by (1) selecting a topic, (2) identifying an analytical question about that topic, (3) hypothesizing an answer to that question that becomes the thesis statement. You should select a topic by thinking about what areas of the world or topics relevant to parties and elections are interesting to you. If you have no idea, look over the list of topics in the syllabus and see if any of those seem more interesting than other topics. Next, narrow your broad topic down to an analytical research question. It helps here to do some preliminary reading on the topic. As you read about your topic generally, ask yourself some why questions and one of those (that doesn't seem to already be answered clearly in the literature) would probably make a good research question. Try to answer your research question and this answer becomes your hypothesis that you turn into your thesis statement. Please try to do as much of this process as you can and come prepared to talk about your ideas in the first day of class.

For readings 2, cleavages (Cusack)

- Why do Cusack, Iversen, and Soskice reject Rokkan's cleavage explanation? What evidence do they present that Rokkan's theory is wrong?
- Explain Cusack's theory. Does the theory seem persuasive to you?
- What evidence does Cusack give to support their theory? Are you persuaded by their evidence?
- Are there alternative explanations that Cusack doesn't explore that would explain the relationship that Cusack finds?
- If Cusack is correct, does his theory explain why politics is so polarized in the United States?

For readings 3, spatial voting (Downs)

- Why do both parties in a two party system converge towards the middle? What assumptions is this observation based on? Do these assumptions usually hold true? Down's theory says they won't be identical in which situations?
- Why in multiparty systems do parties distribute themselves ideologically across the spectrum? Are there situations where this would not occur?
- What are alternative explanations of the ideological positions of parties?
- What are the arguments to assume that party ideological positions are easy or hard to change? What effect does this assumption make on Down's models?

For readings 4, convergence (Golder and Green)

- What theories might explain why there would be more or less convergence (between politicians and voters) in proportional democracies in contrast to majoritarian democracies
- What reasons do Golder and Stramski give for saying the conventional wisdom is wrong? Why do they say that these errors have occurred?
- Do we believe that politicians accurately reflect our views as Golder and Stramski (and Downs) suggest? What theories would explain a contrary finding?
- How does Green claim that her theory differs from Downs' theory? How might Downs respond?
- Are you persuaded that parties will diverge rather than converge?

For readings 5, coalitions (Williams and Allen)

- Compare and contrast the theory of catch all parties with that of spatial voting
- How does the data in the US or Germany support or contradict the theory of catch all parties?
- What are other theories that might explain the emergence of catch all parties?
- Are catch all parties good or bad for democracy? For representation? For Stability?
- What is the question that Allen tries to answer? What is the empirical puzzle that he wants to answer?
- What are the three explanations that Allen proposes, and why does he pick one as the best explanation?
- Are you persuaded by his logic?

For readings 6, extremist parties (Ivarsflaten and Miller)

- What are the anomalous patterns that Ivarsflaten is trying to explain?
- What is her explanation, and how does she dispense with the competing explanations of the same patterns?
- Is her explanation persuasive?
- Can you apply her theory of reputational shields to other settings?
- What are the two competing theories that explain the rise of the Nazi vote in Germany
- Which theory is more persuasive, simply on the basis of the theory?
- What is the evidence that supports each theory?
- What evidence do Miller and Robbins present that they see as irrefutable proof that the mass society explanation is correct? Is there a rebuttal to their evidence?
- What are the problems that Miller and Robbins illustrate as existing with the ecological fallacy? How should this problem be dealt with?

For readings 7, American exceptionalism (Lipset)

- In what ways is America “exceptional.” What is the comparison group out of which America appears to be exceptional?
- What are the explanations for this exceptionalism? Which of the proffered explanations do Lipset and Marks reject and why?
- What are the critiques of the American exceptionalism argument? Are you persuaded by those critiques?
- Are you persuaded by Lipset and Marks defense of the American exceptionalism argument, especially their data and arguments about the “no Socialist Party” facet of the argument?

For readings 8, party positions (Clarke and Money)

- What are the factors that are strongly correlated with a tendency to vote for Labour in the years of its revival? How does their research add to our knowledge?
- What do you think of each of these factors? If you were a strategist for the Republicans in the US, or the Conservatives in the UK, what would you suggest that they do to win the next election based on the findings of this article?

-What cautions would you add to their findings before you accepted them as a plan of actions for a party trying to revive its political fortunes?

-What underlying theories about party support does this analysis appear to be based on, or is this analysis completely atheoretical?

-What are the five categories of strategic movement that Money uses. Are there sound theoretical reasons for each category?

-What assumptions is Money's analysis based on? Are those assumptions sound?

-What strategies do you believe that US parties and candidates typically follow?

For readings 9, competitive authoritarianism (Geddes and Levitsky)

-What is Geddes explanation for why authoritarian regimes tend to have a party and do elections? What is her evidence to support her theory?

-Are you persuaded by the theory and the evidence? What other possible explanations are there for this phenomenon?

-Why does Geddes have such paltry data to support her conclusions? Why are there no regressions, etc?

-Does the assumption of rationality that Geddes's theory is based on seem well placed in this realm of political behavior (authoritarian rulers?)

-How is the universe of cases analyzed by Geddes different from those analyzed by Levitsky and Way?

-How do Levitsky and Way explain the prevalence of competitive authoritarian regimes?

-How does their explanation contradict or supplement Geddes' explanation?

-How does Levitsky and Way's explanation hold up against the other competing explanations for why there are so many competitive authoritarian regimes?

For readings 10, types of electoral systems (Lijphart)

See if you can understand and explain how the following electoral systems work: alternative vote, single transferable vote, closed list PR, open list PR, highest averages system for PR, largest remainders system for PR, droop quota, Hare quota, d'Hondt system, Sainte Lague system, legal thresholds, effective thresholds, multiple tiered systems, plurality, majority plurality, majority majority. I don't expect you to research terms that aren't explained in the reading, just try to make sense of as many of these as you can based

on what the reading says.

For readings 11, best electoral system (Amy and McLaughlin)

- What arguments does Amy raise against SMDs? They cause what bad things?
- What counterarguments are there? Either bad points of PR or good features of SMDs?
- What is the evidence that McLaughlin presents to claim that majoritarian systems might be better in ethnically divided countries?
- Please describe the competing theories: that PR makes ethnic divisions worse or that PR heals over ethnic divisions better. Which theory seems more persuasive?
- Are you persuaded that a more proportional electoral system is better for the US?
- What do you think the best electoral system would be for the US?

For readings 12, strategic voting (Cox)

- Strategic voting will only occur under which circumstances?
- What is the evidence of strategic voting presented by Cox?
- Cox argues that there are incentives to vote strategically in every electoral system. What is your response to his argument and example?
- What is the counter argument that strategic voting is more of an elite phenomenon and not a voter phenomenon?
- Are you persuaded by the rationality assumptions of voting that underlie this and other rational choice analyses of voting behavior?

For readings 13, women and minorities (Butler and Jones-Correa)

- What does the existing literature say about potential bias against women in US elections?
- In what way does Butler challenge this literature
- How does he prove that bias exists in primary elections but not general elections?
- How does he explain why bias occurs in one set of elections but not the other?
- How does Butler control for all the other variables that should affect how well a candidate does?
- Are you persuaded by Butler's findings?
- How do minority representatives differ from other representatives, according to

Jones-Correa's research?

-Do Jones-Correa's findings support or contradict the claim that African Americans are better represented if with majority-minority districts that are guaranteed to produce African-American representatives

-Is bloc voting (members of an ethnic, racial, or religious group voting for their own people) desirable?

-Should Mormons support Mitt Romney in his bid for President?

-Jones-Correa argues that bloc voting is persisting more than assimilationist theories would have predicted. Do you agree?

For readings 14, quotas (Norris and Bauer)

-Is the UN goal of 50 percent women's representation in legislatures appropriate?

-Why does the Provo City Council have five women and two men? What explanations does Bauer give for why some countries have made great progress in electing women? Do you agree with her explanation?

-Are quotas for women appropriate for all nations at all times? Never appropriate? or appropriate in certain situations?

-Are electoral quotas for women the same as quotas for women and minorities in jobs? College athletics? University admissions? Doctors, lawyers, police officers, fire fighters? Should quotas exist in some areas but not others?

-Bauer argues that party quotas are better than reserved seats. What are her arguments to support this conclusion? Do you agree?

For readings 15, public financing (Adams and Mayer)

-What are the arguments for public funding of elections?

-What are the arguments against public funding of elections?

-What evidence do these authors present about the accuracy of these arguments?

-How does public financing work, as described in the readings?

-Would you recommend or vote for a public financing system?

-Are there better ways to solve some of the problems that public financing is meant to solve?

For readings 16, vote buying (Vazques and Vincente)

- What are the theories that explain the occurrence of vote buying
- Are you persuaded by the theories? Can you think of alternative theories?
- What evidence do both authors present either supporting or rejecting the theories
- Are you persuaded by their evidence?
- How does vote buying compare with pork barrel politics, constituency service, or pandering to voters on issues as problems of democracy?
- What methods might effectively combat vote buying?

For readings 17, pork (Hopkin and Bickers)

- What are the differences between traditional and bureaucratic clientelism
- Can you distinguish between clientelism, pork barrel politics, corruption, personal voting, and populism?
- What are the arguments that clientelism or pork are bad
- Are there any arguments to support clientelism or pork barrel politics?
- How do earmarks differ from other pork?
- Are earmarks an especially odious form of pork?
- Describe and evaluate Bickers' theory that links pork spending and voting
- What are Bickers' main findings about this link, do you agree with their conclusions?

For readings 18, reasons to vote (Downs and Prysby)

- Explain why it is irrational for nearly all voters to use resources to gather information about politics
- Is Downs correct about this irrationality?
- What methods do we use to reduce the information gathering costs?
- Is it bad for liberals to only read liberal news sources and conservatives to only read conservative news sources?
- How important is personality or physical appearance to voting?
- What does Prysby find in his analysis of personality traits affecting elections? Are you persuaded by his findings?
- What role does personality play in your and your friends voting in recent elections?

-Is the entire premise of democracy based on faulty assumptions about people?

For readings 19, economic voting (Sheafer and Ulrich)

-What are the various findings of the literature on economic voting?

-Why do people vote based on the national economic condition than their personal economic condition? Is this rational?

-Assuming that media accuracy or bias is a strong influence on voting, should anything be done to recognize and respond to this fact?

-Is it rational for voters to punish or reward the incumbent party for the national economic or security condition?

For readings 20, realignment (Mayhew and Saldin)

-You read Mayhew's summary of the claims of the realignment literature, but not his critique of that literature. What are the criticisms of the realignment literature?

-What theories are given in the literature to explain why realigning elections arguably occur every generation?

-How do these theories hold up against Saladin's contrary evidence? What do you think of these theories?

-If Saladin and Mayhew are correct that the realignment theory is wrong, what alternative theories exist to explain patterns of elections?

-What factors explain why politics seems to be more evenly divided in this era than it was in previous eras?

-What lessons can we draw about the impact of wars on elections for 2008 from Saladin's discussions?

For readings 21, political participation (Lijphart and Fowler)

-Why is higher turnout so much better than lower turnout?

-Why is turnout so much lower in the United States

-What does Lijphart suggest that we do and what is your response to his suggestions?

-Why not require citizens to pass a knowledge test on the issues before voting?

-Why not have a continuous ballot and allow people to register and change their vote at any time?

- Are you persuaded that our tendency to vote is 60 percent genetically determined?
- If voting is genetically determined, what does that do to our suggestions of ways to improve turnout?
- What is the likely rational choice response to both higher than expected voting rates and findings that there is a large genetic component to voting? Are these responses persuasive?

For readings 22, culture (Mainwaring and Reilly)

- What theoretical reasons might exist to explain the link between economic wealth and democracy?
- What is the bureaucratic authoritarian exception to this general theory? What explains this exception?
- What does the Latin American data tell us about the operation of this theory?
- What are some of the measurement issues that make it difficult to draw robust conclusions about this relationship?
- Is the solution to the threat the Islamic fundamentalism poses to democratic, liberal regimes to help raise the standard of living of muslims?
- In what ways are Asian electoral and party systems different from most other systems in the world?
- What possible explanations exist for this trend in East, Southeast Asia? Which explanations seem most persuasive?

For readings 23, Islam (Herb and Tezcur)

- What would a cultural argument be that Islamic countries are less hospitable for democracy?
- What would Herb or Tezcur's response be to this cultural argument?
- What does Herb argue is the reason for no democracy in Arab countries? what is Tezcur's argument?
- Given the current situation in Arab countries, what strategy to encourage democracy and not have democracy hijacked by fundamental Islamists would work?
- How should democracy respond to anti-democratic forces that contest elections?