

PSC 775

Comparative Political Behavior

Dr. Austin Horng-En Wang

Spring 2020

Th 5:30 PM-8:15 PM

Classroom: WRI B224

Email: austin.wang@unlv.edu

Office: WRI – A210

Office Hour: Th 2:00 PM – 5:00 PM, Fr 8:00 AM – 9:00 AM, and by appointment

Office Phone Number: 702-895-3355

Course Description

Before the time machine and the panacea were created, comparative political behavior is the field to investigate the possibility and limitation of homo politicus. We will start with the bird view of political behavior – how American Politics developed, and how comparative politics speak to American politics. We will then delve into the ongoing debates in the function of democracy, identity politics, populism, political violence, fake news, and China.

This course is designed to help you get things done. Before you start your research project as a researcher, you should know where you are on the map of human knowledge. What did we already know? What don't we know? What kind of method/case/design can help us answer the question? What contribution can we make to extend human knowledge further? What are others doing in recent years? Once you find what you can do, this course help you go through the whole process – IRB application, pre-registration, data collection, analysis, presentation, and possibly submission. After this course, you are expected to know the map as well as where you are.

Required Textbooks

Dalton, R. J., & Klingemann, H. D. (2007). *The Oxford handbook of political behavior* (No. 32.019. 5). Oxford University Press.

LeDuc, L., Richard, G., & Norris, P. (2014). *Comparing democracies: Elections and voting in a changing world*. Sage.

Stokes, S. C., Dunning, T., Nazareno, M., & Brusco, V. (2013). *Brokers, voters, and clientelism: The puzzle of distributive politics*. Cambridge University Press.

Loxton, J., & Mainwaring, S. (Eds.). (2018). *Life after dictatorship: authoritarian successor parties worldwide*. Cambridge University Press.

Grades

Your grade is based on the quality of your performance on 4 dimensions:

- **Critics to the assigned readings (30%)**

We have assigned readings in 12 of the 17 weeks. For each Thursday (before 3 pm) starting from week 2, you should send me 3 paragraphs related to the assigned readings to my mailbox (austin.wang@unlv.edu). Each paragraph can be:

 - Your critics toward the article(s), theoretically, empirically, or philosophically.
 - Any new hypothesis came to your mind after you read the article. (you are expected to explain the hypothesis and the assigned reading)
 - If you do not have any critic nor any new hypothesis, review the publicly available dataset that the authors used. Find some interesting items that you may use in the future.
- **Research Design (10%), due March 5, 2020**

Before March 5, 2020, you are expected to submit at least one research question and a survey item to me. It should be a two-page proposal including a short literature review and question design. It can be a simple survey experiment with at most four groups. We will compile all proposals and create an IRB proposal to UNLV IRB.

We expect to conduct the survey on BOTH Amazon MTurk in the U.S. citizen and Pollcracylab in Taiwan. Therefore, your item will be answered by 1000 U.S. citizens and 1000 Taiwanese citizens. This research will be funded by Dr. Wang's research fund. After the IRB proposal is approved, on April 16, 2020, we will upload our research on Amazon MTurk, and we can finish the data collection before April 20, 2020.

This research design can be related or not related to your final term paper. If you have no idea about what you should do, schedule a meeting with me before March 5.
- **Final Term Paper, due May 14, 2020: 40%**

A publishable paper including at least a literature review, research design, and data analysis. The grading will pay more attention to the literature review and research design. The format and the length should be publishable – around 8,000 words with APSA reference style.
- **Course Participation: 20%**

10% is for your discussion in the class, while another 10% is for your presentation in week 16. You should prepare the slides and a 12-minute presentation (and 8 minutes Q/A) about your final term paper. The result can be preliminary or incomplete, but you at least need to address how you will analyze the data and expected findings.

Subject to Change

I reserve the right to modify the course syllabus. Students will be responsible for knowing any changes made to the syllabus during class time whether they were in attendance or not.

Course Schedule

Week 1

1/23

Syllabus and the Beginning of your Final project

Week 2

1/30

The Big Picture

Sniderman, P. M., & Levendusky, M. S. (2007). An institutional theory of political choice. In *The Oxford handbook of political behavior*.

Deegan-Krause, K. (2007). New dimensions of political cleavage. In *Oxford handbook of political behavior*, 538-556.

Authoritarian Elections and Regime Change. 2014. In *Comparing Democracies: Elections and Voting in a Changing World* (4th edition), edited by Lawrence LeDuc, Richard Niemi, and Pippa Norris. Sage Publications. 173-186.

Week 3

2/6

Critics

Kuklinski, J. H., & Peyton, B. (2009). Belief systems and political decision making. In *The Oxford handbook of political behavior*. Oxford University Press.

Kahneman, D., & Tversky, A. (2013). Choices, values, and frames. In *Handbook of the fundamentals of financial decision making: Part I* (pp. 269-278).

King, G., Murray, C. J., Salomon, J. A., & Tandon, A. (2004). Enhancing the validity and cross-cultural comparability of measurement in survey research. *American political science review*, 98(1), 191-207.

Kuran, T. (1990). Private and public preferences. *Economics & Philosophy*, 6(1), 1-26.

List, C., & Spiekermann, K. (2013). Methodological individualism and holism in political science: A reconciliation. *American Political Science Review*, 107(4), 629-643.

Week 4

2/13

In Democracy we Trust (or not?)

Nyhan, B., & Reifler, J. (2010). When corrections fail: The persistence of political misperceptions. *Political Behavior*, 32(2), 303-330.

Healy, A., & Malhotra, N. (2009). Myopic voters and natural disaster policy. *American Political Science Review*, 103(3), 387-406.

Bartels, L. M. (2005). Homer gets a tax cut: Inequality and public policy in the American mind. *Perspectives on Politics*, 3(1), 15-31.

Fowler, A., & Montagnes, B. P. (2015). College football, elections, and false-positive results in observational research. *Proceedings of the National Academy of Sciences*, 112(45), 13800-13804.

Barber, M., & Pope, J. C. (2019). Does party trump ideology? Disentangling party and ideology in America. *American Political Science Review*, 113(1), 38-54.

Week 5

2/20

Sharpen the Knife (New measures to help you)

- Nosek, B. A. (2007). Implicit–explicit relations. *Current Directions in Psychological Science*, 16(2), 65-69.
- Hobbs, W. R., & Roberts, M. E. (2018). How sudden censorship can increase access to information. *American Political Science Review*, 112(3), 621-636.
- DeSante, C. D. (2013). Working twice as hard to get half as far: Race, work ethic, and America's deserving poor. *American Journal of Political Science*, 57(2), 342-356.
- Lyall, J., Blair, G., & Imai, K. (2013). Explaining support for combatants during wartime: A survey experiment in Afghanistan. *American Political Science Review*, 107(4), 679-705.
- Young, L. E. (2019). The psychology of state repression: Fear and dissent decisions in Zimbabwe. *American Political Science Review*, 113(1), 140-155.

Week 6

2/27

Populism

- Hawkins, K. A. (2009). Is Chávez populist? Measuring populist discourse in comparative perspective. *Comparative Political Studies*, 42(8), 1040-1067.
- Aslanidis, P. (2016). Is populism an ideology? A refutation and a new perspective. *Political Studies*, 64, 88-104.
- Rooduijn, M. (2018). What unites the voter bases of populist parties? Comparing the electorates of 15 populist parties. *European Political Science Review*, 10(3), 351-368.
- Inglehart, R. F., & Norris, P. (2016). Trump, Brexit, and the rise of populism: Economic have-nots and cultural backlash.
- Guiso, L., Herrera, H., Morelli, M., & Sonno, T. (2017). Populism: demand and supply.

Week 7

3/5

(Research Design Due)

Get the things Done

- How to get fund
- How to collect the data in the country you want
- How to prepare for your IRB (Why do we need IRB?)
- Pre-registration

Week 8

3/12

Clientelism and Party System

- Stokes, S. C., Dunning, T., Nazareno, M., & Brusco, V. (2013). Brokers, voters, and clientelism: The puzzle of distributive politics. Cambridge University Press. (Chapter 2, 4, 5, 6, 9)

Kitschelt, H., & Kselman, D. M. (2013). Economic development, democratic experience, and political parties' linkage strategies. *Comparative political studies*, 46(11), 1453-1484.

Kitschelt, H. 2014. "Parties and Party Systems" in Leduc, L., Miemi, R. G., and Norris. P. (eds) *Comparing Democracies: Elections and Voting in a Changing World*. London: SAGE Publications Ltd.

Week 9

3/19

Spring Break

Week 10

3/26

(Legacy of) Political Violence

Loxton, J., & Mainwaring, S. (Eds.). (2018). *Life after dictatorship: authoritarian successor parties worldwide*. Cambridge University Press. Chapter 1, 2

Wang, Y. (2019). The Political Legacy of Violence during China's Cultural Revolution. *British Journal of Political Science*, 1-25.

Rozenas, A., & Zhukov, Y. M. (2019). Mass Repression and Political Loyalty: Evidence from Stalin's 'Terror by Hunger.' *American Political Science Review*, 113(2), 569-583.

Osorio, J., Schubiger, L. I., & Weintraub, M. (2018). Disappearing dissent? Repression and state consolidation in Mexico. *Journal of Peace Research*, 55(2), 252-266.

Lupu, N., & Peisakhin, L. (2017). The legacy of political violence across generations. *American Journal of Political Science*, 61(4), 836-851.

Week 11

4/2

Identity

Huddy, L. (2001). From social to political identity: A critical examination of social identity theory. *Political Psychology*, 22(1), 127-156.

McClain, P. D., Johnson Carew, J. D., Walton Jr, E., & Watts, C. S. (2009). Group membership, group identity, and group consciousness: Measures of racial identity in American politics?. *Annual Review of Political Science*, 12, 471-485.

Hooghe, L., & Marks, G. (2004). Does identity or economic rationality drive public opinion on European integration?. *PS: Political Science & Politics*, 37(3), 415-420.

Huddy, L., & Khatib, N. (2007). American patriotism, national identity, and political involvement. *American journal of political science*, 51(1), 63-77.

Week 12

4/9

Identity Politics

Halevy, N., Bornstein, G., & Sagiv, L. (2008). "In-group love" and "out-group hate" as motives for individual participation in intergroup conflict: A new game paradigm. *Psychological science*, 19(4), 405-411.

- Shayo, M. (2009). A model of social identity with an application to political economy: Nation, class, and redistribution. *American Political Science Review*, 103(2), 147-174.
- Enos, R. D. (2016). What the demolition of public housing teaches us about the impact of racial threat on political behavior. *American Journal of Political Science*, 60(1), 123-142.
- Enos, R. D., & Gidron, N. (2018). Exclusion and Cooperation in Diverse Societies: Experimental Evidence from Israel. *American Political Science Review*, 112(4), 742-757.

Week 13

4/16

Cleavages and Opportunities

- **Experiment online**

- De Vries, C. E., & Hobolt, S. B. (2012). When dimensions collide: The electoral success of issue entrepreneurs. *European Union Politics*, 13(2), 246-268.
- Hooghe, L., & Marks, G. (2018). Cleavage theory meets Europe's crises: Lipset, Rokkan, and the transnational cleavage. *Journal of European Public Policy*, 25(1), 109-135.
- Layman, G. C., Carsey, T. M., Green, J. C., Herrera, R., & Cooperman, R. (2010). Activists and conflict extension in American party politics. *American Political Science Review*, 104(2), 324-346.
- Gandhi, J., & Ong, E. (2019). Committed or Conditional Democrats? Opposition Dynamics in Electoral Autocracies. *American Journal of Political Science*, 63(4), 948-963.

Week 14

4/23

Social Media and Fake News

- Lazer, D. M., Baum, M. A., Benkler, Y., Berinsky, A. J., Greenhill, K. M., Menczer, F., ... & Schudson, M. (2018). The science of fake news. *Science*, 359(6380), 1094-1096.
- Luca, M., Munger, K., Nagler, J., & Tucker, J. A. (2020). You Won't Believe Our Results!
- Guess, A., Nagler, J., & Tucker, J. (2019). Less than you think: Prevalence and predictors of fake news dissemination on Facebook. *Science advances*, 5(1), eaau4586.
- Larson, J. M., Nagler, J., Ronen, J., & Tucker, J. A. (2019). Social networks and protest participation: Evidence from 130 million Twitter users. *American Journal of Political Science*, 63(3), 690-705.

Week 15

4/30

How to study an authoritarian regime? Case of China

- Shih, V., Adolph, C., & Liu, M. (2012). Getting ahead in the communist party: explaining the advancement of central committee members in China. *American Political Science Review*, 106(1), 166-187.

- King, G., Pan, J., & Roberts, M. E. (2017). How the Chinese government fabricates social media posts for strategic distraction, not engaged argument. *American Political Science Review*, 111(3), 484-501.
- Anderson, S. E., Buntaine, M. T., Liu, M., & Zhang, B. (2019). Non-Governmental Monitoring of Local Governments Increases Compliance with Central Mandates: A National-Scale Field Experiment in China. *American Journal of Political Science*, 63(3), 626-643.
- Chen, Y., & Yang, D. Y. (2018). The impact of media censorship: Evidence from a field experiment in China.
- Chu, Y. H., & Huang, M. H. (2010). The Meanings of Democracy: Solving an Asian Puzzle. *Journal of Democracy*, 21(4), 114-122.

Week 16

5/7

Project Presentation (and Party!)

Week 17

5/14

Final Paper Due by midnight

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. There is scientific evidence that using a laptop in the classroom will influence yourself and classmates nearby you (shown below). If your laptop content indicates a lack of attentiveness to lecture or your laptop usage disturb others, I will ask you to leave. Undoubtedly, electronic devices may not be used during exams. Recording devices may not be used at any time. Finally, show respect for the range of views in the reading materials and of fellow students.

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.

Hembrooke, H., & Gay, G. (2003). The laptop and the lecture: The effects of multitasking in learning environments. *Journal of computing in higher education*, 15(1), 46-64.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. I reserve the right to have students' materials submitted electronically and assessed by plagiarism detection software. Plagiarism of any form will result in a failing grade for the course, and I will file a case with the Office of Student Conduct. See the Student Academic Misconduct Policy (approved December 9, 2005) located at:

<https://www.unlv.edu/studentconduct/student-conduct>

Copyright

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://provost.unlv.edu/copyright/statements.html>.

Disability Resource Center (DRC)

The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received an “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: <http://drc.unlv.edu/>.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **February 8, 2020**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=4&navoid=164>.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>