

Political Science 4456G/9767B
Electoral Systems, Legislatures and Government Institutions
2015

Class Information

Monday, 1:30-3:30pm
SSC 4105

Instructor Information

Dr. Laura Stephenson
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Office: SSC 4228
Phone: 519-661-2111 ext. 85164
Office Hours: Wednesday 1:30-3:30pm or by appointment

Prerequisites

Enrolment in 3rd or 4th year Honors Politics or permission of the Department for students not registered in Honors Politics.

Important Notice Re: Prerequisites/Antirequisites:

Please Note: You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for an appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Office of the Dean, Faculty of Social Science

Course Description

The institutional arrangements of a country have real consequences for how people are governed, how ideas are translated into policy, and how citizens interact with their government. This course will introduce students to the variety of electoral, legislative and power-sharing arrangements in use in democracies around the world. Emphasis will be put upon understanding the relevant actors, interests, strategies and consequences of institutional choices.

Learning Outcomes

By the end of this course successful students will be able to:

- demonstrate an awareness of the variety of institutional arrangements that exist around the world
- critically analyze the actions of different political actors (citizens, parties, governments) in light of the institutional arrangement in a country

Required Texts

A number of readings will be taken from *The Oxford handbook of political institutions*, edited by R.A.W. Rhodes, Sarah A. Binder and Bert A. Rockman (New York: Oxford University Press, 2006). Students have

E-Book access to this book through the library. The book has also been ordered and is available in the bookstore if a student would like to purchase it. The text is referred to as HPI below. Other readings will be available through the library or online.

Evaluation

Undergraduate – PS 4456G

❖ Country Reports – 20%

Students are required to sign up for a week to write a report about how the institution being discussed that week functions in two different countries. This entails reporting on the particular structure in place in each country. These reports (minimum 3 – maximum 5 pages in length, double-spaced) should explain the institutional structures and any features that are particular to each country. Students are expected to make reference to the course readings in order to classify, categorize and/or contextualize the institutions.

❖ Presentation of Country Report - 10%

Students will present a comparison of the countries discussed in their country report in class. Presentations are expected to be 5-10 minutes in length and are meant to provide some empirical information that will contribute to the discussion that week.

❖ Reading Response – 20%

Students must write a critical response to the readings assigned for one of the “Origins and Consequences” weeks. In these papers (minimum 5 – maximum 7 pages in length, double-spaced) students should outline any themes or commonalities in the readings as well as any differences or contradictions. Opinions about the arguments and ideas put forward by the authors are encouraged, especially if they are informed by the course readings. No outside research is required. **Papers are due at the start of class in the relevant week.**

❖ Research Paper – 40%

Students must produce a research paper on a topic of their choice. The paper should be minimum 12 - maximum 15 pages in length, double-spaced. Research outside of the course readings is required. The topic must be handed in to the instructor for approval by **February 2nd**. The final papers are due by 4pm on **April 6**.

❖ Participation – 10%

Graduate – PS 9767B

❖ 2 Institutional Reports – 20% (10% each)

Students are required to choose one institution to study for each report. In each report students must discuss the structure of the chosen institution in three different countries. For example, a student may choose to study the electoral systems of three different countries. These reports (minimum 3 – maximum 5 pages in length, double-spaced) should explain the how the institutions are similar or different across the three countries. Students are expected to make reference to the course readings in order to classify, categorize and/or contextualize the institutions. It is expected that these reports will provide important background for discussions during class. Students are expected to share their knowledge with their peers during discussion.

Paper 1 due February 2.

Paper 2 due March 2.

❖ **2 Reading Responses – 20% (10% each)**

Students must write critical response papers regarding the readings assigned for two of the “Origins and Consequences” weeks. In these papers (minimum 5 – maximum 7 pages in length, double-spaced) students should outline any themes or commonalities between the readings as well as any differences or contradictions. Opinions about the arguments and ideas put forward by the authors are encouraged, especially if they are informed by the course readings. **Papers are due at the start of class in the relevant week.**

❖ **Seminar Leading (for one of the weeks a reading response is done) – 10%**

Students will sign up to lead the seminar for one of the weeks they are writing a reading response (this will be coordinated in class). Students must prepare a short introduction to the material (maximum 10 minutes) that provides their view of the readings and a list of discussion questions (minimum 4). Discussion questions should be circulated to all class members by 9am the morning of class to help students prepare for discussion.

❖ **Research Paper – 40%**

Students are expected to produce a research paper on a topic of their choice. The paper should be minimum 18 – maximum 25 pages in length, doubled-spaced. Research outside of the course readings is required. The topic must be handed in to the instructor for approval by **February 2nd**. The final papers are due by 4pm on **April 6**.

❖ **Participation – 10%**

IMPORTANT POLICIES

Late penalties: The late penalty for assignments is 5% per day. Papers more than 5 days late will not be accepted for grading.

Assignment Grading: Assignment grades will be based on the quality of writing and argumentation, the appropriateness of the research, and format. All assignments should be double-spaced with 12-pt font, 1 inch margins, and page lengths as specified above for each assignment. Title pages are unnecessary; please include a header with your name and student number.

Extensions: I generally do not give extensions. However, when there are genuine and unavoidable circumstances, you may request an extension in writing. All relevant documentation must be provided to Academic Counselling. Requests must be made *at least one week* in advance of the assignment’s due date (unless there are exceptional circumstances).

Academic Accommodation: If a situation should arise such that you require accommodation because of a medical or personal issue, Social Science Academic Counselling is available to help you. You can talk to a counsellor, who can then pass along to me any recommendations for accommodation. This procedure means that you do not have to provide me with any details of your situation, but ensures that the proper documentation has been provided. **IT IS YOUR RESPONSIBILITY TO SPEAK WITH A COUNSELLOR**

AS SOON AS POSSIBLE AFTER AN ISSUE ARISES. Academic accommodation will ONLY be provided if you speak with an Academic Counsellor and provide them with documentation of your issue, and if the issue is brought to their attention in a timely fashion.

Topics and Readings

(Readings labelled with roman numerals are for graduate students to read in addition to the others listed)

Please note: The list of readings may be adjusted as needed during the term but students will be given ample notice.

1. January 5 – Introduction

2. January 12 - Approaches to the Study of Institutions

- a. James G. March and Johan P. Olsen, "Elaborating the 'New Institutionalism'," ch. 1 in HPI.
- b. Kenneth A. Shepsle, "Rational Choice Institutionalism," ch. 2 in HPI.
- c. Colin Hay, "Constructivist Institutionalism," ch. 4 in HPI.
- d. R.A.W. Rhodes, "Old Institutionalisms," ch. 6 in HPI.
 - i. Sue E. S. Crawford and Elinor Ostrom, "A Grammar of Institutions." *American Political Science Review*. 1995, 89(1): 582-600.
 - ii. Elizabeth Sanders, "Historical Institutionalism," ch. 3 in HPI.

3. January 19 - Design and Evolution

- a. John M. Carey, "Parchment, Equilibria and Institutions." *Comparative Political Studies*. 2000, 33(6/7): 735-761.
- b. Matthew Holden, Jr., "Exclusion, Inclusion and Political Institutions," ch. 10 in HPI
- c. Adam Przeworski, "Conquered or granted? A History of Franchise Extensions." *British Journal of Political Science*. 2009, 39(2): 291-321.
- d. Tom Ginsburg, Zachary Elkins, and Justin Blount, "Does the Process of Constitution-Making Matter?" *Annual Review of Law and Social Science*. 2009, 5(5): 201-223.
 - i. Avner Greif and David Laitin, "A Theory of Endogenous Institutional Change." *American Political Science Review*. 2004, 98(4):633-652.

4. January 26 – Constitutions and a General Framework

- a. Peter M. Shane, "Analyzing Constitutions," ch. 11 in HPI.
- b. Josep M. Colomer, "Comparative Constitutions," ch. 12 in HPI.
- c. George Tsebelis, "Decision Making in Political Systems: Veto Players in Presidential, Parliamentarism, Multicameralism and Multipartyism." *British Journal of Political Science*. 1995, 25: 289-325.

5. February 2 - Electoral Laws

*****PAPER TOPICS MUST BE SUBMITTED FOR APPROVAL BY THIS DATE**

- a. Aceproject.org, *Electoral Systems*. "The Systems and Their Consequences." Read all of the chapter (including subsections). <http://aceproject.org/ace-en/topics/es/esd/default>
- b. André Blais, "The classification of electoral systems." *European Journal of Political Research*. 1988, 16(1): 99-110.
- c. Shaun Bowler, "Electoral Systems," ch. 29 in HPI.
 - i. G. Bingham Powell, Jr., *Elections as Instruments of Democracy*. 2000, New Haven: Yale University Press, ch. 1.

6. February 9 - Origins and Consequences: Electoral Laws

- a. J.M. Colomer, "It's Parties That Choose Electoral Systems (or, Duverger's Laws Upside Down)." *Political Studies*. 2005, 53(1): 1-21.
- b. Arend Lijphart, "The Political Consequences of Electoral Laws, 1945-85." *American Political Science Review*. 1990, 84(2): 481-496.
- c. André Blais and R.K. Carty, "Does proportional representation foster voter turnout?" *European Journal of Political Research*. 1990, 18(2): 167-181.
- d. Nicholas Charron, "Party systems, electoral systems and constraints on corruption." *Electoral Studies*. 2011, 30(4): 595-606.
 - i. Pippa Norris, *Electoral Engineering: Voting Rules and Political Behavior*. 2004, New York: Cambridge University Press, chs. 1 and 11. EBOOK ACCESS.

7. February 16 – NO CLASS DUE TO READING WEEK

8. February 23 - Power-Sharing Arrangements

- a. Ronald Watts, "Federalism, Federal Political Systems, and Federations." *Annual Review of Political Science*. 1998, 1: 117-37.
- b. Daniel J. Elazar, "Contrasting Unitary and Federal Systems." *International Political Science Review*. 1997, 18(3): 327-251.
- c. Brian Galligan, "Comparative Federalism," ch. 14 in HPI.
- d. Alberta M. Sbragia, "American Federalism and Intergovernmental Relations," ch. 13 in HPI.
 - i. Daniel J. Elazar, "Federalism and Consociational Regimes." *Publius*. 1985, 15(2): 17-34.

9. March 2 - Origins and Consequences: Power-Sharing Arrangements

- a. Barry R. Weingast, "The Economic Role of Political Institutions: Market-Preserving Federalism and Economic Development." *Journal of Law, Economics and Organization*. 1995, 11(1): 1-32.
- b. Nick Devas and Simon Delay, "Local democracy and the challenges of decentralising the state: An international perspective." *Local Government Studies*. 2006, 32(5): 677-695.
- c. Liesbet Hooghe and Gary Marks, "Unraveling the Central State, but How? Types of Multi-level Governance." *American Political Science Review*. 2003, 97(2): 233-243.
- d. Pradeep Chhibber and Ken Kollman, "Party Aggregation and the Number of Parties in India and the United States." *American Political Science Review*. 1998, 92(2): 329-342.

10. March 9 – Executive-Legislative Arrangements

- a. Matthew Soberg Shugart, "Comparative executive-legislative relations," ch. 18 in HPI.
- b. Alan Siaroff, "Comparative presidencies: The inadequacy of the presidential, semi-presidential and parliamentary distinction." *European Journal of Political Research*. 2003, 42(3): 287-312.
- c. William G. Howell, "Executives - The American presidency," ch. 16 in HPI.
- d. R. A. W. Rhodes, "Executives in parliamentary government," ch. 17 in HPI.

11. March 16 - Origins and Consequences: Executive-Legislative Arrangements

- a. José Antonio Cheibub, Adam Przeworski and Sebastien M. Saiegh, "Government Coalitions and Legislative Success Under Presidentialism and Parliamentarism." *British Journal of Political Science*. 2004, 34(4): 565-587.
- b. Juan Linz, "The Perils of Presidentialism." *Journal of Democracy*. 1990, 1(1): 51-69.

- c. Donald L. Horowitz and Juan J. Linz articles, "Debate—Presidents vs. Parliaments." *Journal of Democracy*. 1990, 1(4): 73-91.

12. March 23 - Bicameralism

- a. John Uhr, "Bicameralism," ch. 24 in HPI.
- b. William Riker, "The Justification of Bicameralism." *International Political Science Review*. 1992, 13(1): 101-116.
- c. Steffen Ganghof, "Bicameralism As a Form of Government." *Parliamentary Affairs*. 2014, 67(3): pp. 647-663.
- d. Rory Costello, "Does Bicameralism Promote Stability? Inter-institutional Relations and Coalition Formation in the European Parliament." *West European Politics*. 2011, 34(1): 122-144.
 - i. Mathew D. McCubbins and Thomas Schwartz, "Congressional Oversight Overlooked: Police Patrols versus Fire Alarms." *American Journal of Political Science*. 1984, 28(1): 165-179.

13. March 30 – NO CLASS – Please use your time wisely to work on and finish your papers early.

14. April 6 – Legislative Organization

****PAPERS DUE**

- a. John M. Carey, "Legislative Organization," ch. 22 in HPI.
- b. Eric M. Uslaner and Thomas Zittel, "Comparative Legislative Behaviour," ch. 23 in HPI.
- c. Barry R. Weingast and William J. Marshall, "The Industrial Organization of Congress; or, Why Legislatures, Like Firms, Are Not Organized as Markets." *Journal of Political Economy*. 1988, 96(1): 132-163.
 - i. John D. Huber, "The Vote of Confidence in Parliamentary Democracies." *American Political Science Review*. 1996, 90(2): 269-82.
 - ii. Kaare Strom, "Parliamentary committees in European democracies." *The Journal of Legislative Studies*. 1998, 4(1): 21-59.

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.