

## Electoral Analysis

Code: 101076  
ECTS Credits: 6

Degree	Type	Year	Semester
2500259 Political Science and Public Management	OT	3	2
2500259 Political Science and Public Management	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

Name: Enrique Hernandez Perez  
Email: Enrique.Hernandez@uab.cat

### Use of Languages

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Prerequisites

Students should have completed the compulsory subjects of Methodology of Political Analysis and Political Behavior.

### Objectives and Contextualisation

The aim of this course is to provide students with theoretical and practical tools to analyze the electoral processes and the various elements and actors involved: electoral systems, campaigns, candidates and voters.

This is a natural continuation of the course 'Political behavior' of the third year, which presents the current state of research in electoral behavior combined with a more applied aspect of analysis and electoral strategy.

### Competences

- Political Science and Public Management
- Analysing the behaviour of the political actors, both individually and collectively (parties, interest groups, social movements, etc.).
- Analysing the electoral processes, including campaigns, parties' electoral strategies, political scenarios and analysis and interpretation of electoral results.
- Arguing from different theoretical perspectives.
- Demonstrating good writing skills in different contexts.
- Demonstrating the comprehension of citizen behaviour and democratic values, particularly in internal or international concrete cases.
- Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
- Explaining political, individual and collective attitudes and behaviours, as well as the education process and expression of political preferences.
- Identifying and distinguishing the functioning of the electoral processes.

- Identifying main actors of the political system, inspecting their interactions and assessing their behaviour in their environment and in the political system from a theoretical and practical perspective.
- Identifying sources of data and conducting bibliographic and documentary searches.
- Interpreting and applying English texts in an academic way.
- Managing the available time in order to accomplish the established objectives and fulfil the intended task.
- Managing the different theoretical contributions about actors and actor's networks, as well as the characteristics of collective action.
- Realising effective oral presentations that are suited to the audience.
- Showing a good capacity for transmitting information, distinguishing key messages for their different recipients.
- Synthesizing and critically analysing information.
- Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
- Working autonomously.
- Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
- Working in teams and networking, particularly in interdisciplinary conditions.

## Learning Outcomes

1. Analysing the behaviour of the political actors, both individually and collectively (parties, interest groups, social movements, etc.).
2. Analysing the electoral processes, including campaigns, parties' electoral strategies, political scenarios and analysis and interpretation of electoral results.
3. Arguing from different theoretical perspectives.
4. Demonstrating good writing skills in different contexts.
5. Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
6. Explaining political, individual and collective attitudes and behaviours, as well as the education process and expression of political preferences.
7. Identifying and distinguishing the functioning of the electoral processes.
8. Identifying main actors of the political system, inspecting their interactions and assessing their behaviour in their environment and in the political system from a theoretical and practical perspective.
9. Identifying sources of data and conducting bibliographic and documentary searches.
10. Interpreting and applying English texts in an academic way.
11. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
12. Managing the different theoretical contributions about actors and actor's networks, as well as the characteristics of collective action.
13. Realising effective oral presentations that are suited to the audience.
14. Showing a good capacity for transmitting information, distinguishing key messages for their different recipients.
15. Synthesizing and critically analysing information.
16. Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
17. Working autonomously.
18. Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
19. Working in teams and networking, particularly in interdisciplinary conditions.

## Content

1. Introduction and review of basic models of electoral behavior
  - 1.1. Introduction
  - 1.2. The sociological model

- 1.3. The psycho-social model
- 1.4. The rational model
- 2. Public opinion and electoral behavior: prior considerations
  - 2.1. The super-citizen and elitist theories of democracy
  - 2.2. Cognitive mobilization and heuristics
  - 2.3. The formation and change of partisan identification
  - 2.4. Do we vote correctly?
- 3. Surveys and electoral prediction
  - 3.1. Individual vs. aggregated added
  - 3.2. Why do polls fails?
    - 3.2.1. Sampling problems
    - 3.2.2. Survey non-response
    - 3.2.3. Social desirability: preference and vote recall falsification
    - 3.2.4. Undecided voters and late deciders
    - 3.2.5. Statistical precision
  - 3.3. Estimation problem
  - 3.4. Do polls influence voters?
  - 3.5. New models of electoral forecasting
- 4. How do we participate and who participates? Abstention and other forms of participation
  - 4.1. Different forms of political participation
  - 4.2. Explanatory factors of political participation: The Civic Voluntarism model
  - 4.3. Inequalities in participation and political inequality
  - 4.4. Voting and other forms of participation: supplement or alternative?
  - 4.5. Is it rational to vote? "Duty to vote" and compulsory voting
- 5. "Dealignment" or "realignment"?
  - 5.1. Sociological voting model, cleavages and alignment
  - 5.2. "Dealignment"
    - 5.2.1. Definition
    - 5.2.2. Evidence
  - 5.3. "Realignment"
    - 5.3.1. Definition
    - 5.3.2. Evidence

- 6. Extreme right voting and class voting in post-industrial societies
  - 6.1. Is class voting alive? Is it relevant?
  - 6.2. New risks and new classes in post-industrial societies
  - 6.3. New working classes, socio-cultural professionals and voting
  - 6.4. Economy vs. Culture
  - 6.5. The concept of "welfare chauvinism"
- 7. "Performance voting": Economy and corruption
  - 7.1. Review: Economic voting
    - 7.1.1. Basic model
    - 7.1.2 Moderators
  - 7.2. Corruption: definition and consequences
  - 7.3. Evidence of limited electoral punishment
  - 7.4. Explanations of limited electoral punishment
    - 7.4.1 Implicit exchange
    - 7.4.2 Partisanship
    - 7.4.3 Information
    - 7.4.4. Short term
- 8. Electoral behavior in multilevel systems
  - 8.1. The second order election model
    - 8.1.1. Regional elections
  - 8.2. Differential abstention
  - 8.3. Dual voting
- 9. Eurocepticism and European Parliament Elections
  - 9.1. Attitudes towards the European Union and the vote in EPE
    - 9.1.1. The model of second-order elections in EPE
  - 9.2. Eurosceptic parties
  - 9.3. Interaction between supply and demand
- 10. Referendums
  - 10.1. Democracy and referendums
  - 10.2. Electoral behavior in referendums
    - 10.2.1. Who votes in referendums?

- 10.2.2. How do voters decide?
- 10.2.3. The influence of campaigns
- 10.3. The representativeness of referendums
- 10.4. Referendums and minorities
- 11. Gender and politics
  - 11.1. Introduction
  - 11.2. Political participation and gender
    - 11.2.1. Why do women participate less?
    - 11.2.2. Modes of participation and gender
    - 11.2.3. Consequences of the "gender-gap"
  - 11.3. Vote and gender
    - 11.3.1. Ideology and gender
    - 11.3.2. Do women vote for women?
  - 11.4. Female representation
    - 11.4.1. Women and electoral systems
    - 11.4.2. Gender quotas
- 12. Personalization of politics
  - 12.1. The growing relevance of political leaders
  - 12.2 Media and personalization of politics
    - 12.2.1. The relevance of television
    - 12.2.2. Internet and social networks
  - 12.3 Consequences of personalization: participation and declining role of parties

## Methodology

Theory sessions will generally take place on Mondays.

Lab sessions will generally take place on Wednesdays. They will be divided into three different types of activities:

- In group writing of a research paper. This includes 5 tutorials with the professor in order to assess the evolution of the research paper.
- Tools and exercises for survey data analysis. 5 sessions in the computer lab.
- Discussion of readings. 3 sessions in which students are required to read a paper in order to critically discuss the paper in class.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Supervised			

In-class exercises	0	0	3, 4, 5, 13, 11, 9, 10, 14, 15, 18, 17, 19, 16
Supervision of the research paper with the professor (5 sessions of 20 minutes each)	0	0	3, 4, 5, 13, 11, 9, 10, 14, 15, 18, 17, 19, 16
Type: Autonomous			
Preparation and writing of a research paper	0	0	3, 4, 5, 6, 13, 11, 9, 10, 14, 15, 18, 17, 19, 16

## Assessment

Final exam(40%) \*

Final essay (30%) \*

Divided between:

- Essay (25%)
- Attendance and evaluation of tutorials (5%)

The essay must be handed in on the day of the exam. If you do not hand in the assignment you will not be allowed to take the exam.

In class-exercises (30%)

Divided between:

- 3 data analysis essays (15%)
- Reading and discussion of 3 readings (15%)

\* To pass the course a minimum grade of 5/10 is required in both the exam and the final essay.

Make-up assesment:

Students who do not pass the exam or the final assignment (grade <5) will be able to take a make-up exam and / or resubmit the final assignment on the day of the make-up exam.

If the final assignment has not been previously submitted and it is submitted for the first time on the day of the make-up exam a -25% penalty will be applied to the final assignment grade.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final essay	30%	50	2	3, 4, 5, 6, 13, 11, 9, 10, 14, 15, 18, 17, 19, 16
Final exam	40%	50	2	1, 2, 12, 6, 8, 7
In-class exercises	30%	50	2	1, 2, 12, 6, 8, 7

## Bibliography

Essential

Arzheimer, K., Evans, J., Lewis-Beck, M.S., 2017. The SAGE handbook of electoral behaviour. SAGE.

Anduiza, E y Bosch, A. 2004 Comportamiento político y electoral. Barcelona: Ariel

Dalton, R.J., 2014. Citizen politics: public opinion and political parties in advanced industrial democracies, Sixth edition. ed. SAGE

Fraile, M., & Hernández, E. (2020). Determinants of voting behaviour. En D. Muro & I. Lago (Eds.), *The Oxford Handbook of Spanish Politics*. Oxford University Press.

Additional

Riba, Clara. 2000. "Voto Dual Y Abstención Diferencial. Un Estudio Sobre El Comportamiento Electoral En Cataluña." *Revista Española de Investigaciones Sociológicas* 91: 59-88.

Rose-Ackerman, Susan. 2008. "Corrupció política i reforma en sistemes democràtics: perspectives teòriques". A *Corruption and Clientelism*, Junichi Kawata (Ed.), pp 61-81 Kyoto: Minerva Ltd.

Riera, Pedro. 2009. *L'evolució Del Vot Dual a Catalunya*. Institut de Ciències Polítiques i Socials, Working paper 278.

Verge, Tània. 2012. "Les quotes: són necessàries". *Revista Interdisciplinar de Estudios de Género* 2: 21-31.

The required readings will be distributed at the beginning of the course