

PLIR 4500: Political Behavior in the Global Economy

Fall 2015

(version: 11/22/15)

Tuesdays, 1-3:30 pm

Location: Nau 242

Professor Sonal S. Pandya

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[allow 24 hours for replies to email]

Office: Gibson 262

Office Hours: Mondays, 4-6 p.m.

Course Description and Goals

This course examines the foundations of public opinion regarding international affairs including war, terrorism, and international economic policy. We adopt a highly interdisciplinary approach that draws on political science, economics, psychology, and business. Students will learn and practice basic skills including academic research and analytical social science writing.

Requirements

Final course grades are based on three requirements.

1. Papers

Students have two options for completing the course's paper requirement.

Option 1: Four Reading-Based Papers

Students will write four papers based on assigned readings. Each paper is five pages in length (no more, no less), double-spaced, 12-point font, and has one-inch margins. To receive credit papers must be submitted by the student, in hard copy form within the first five minutes of the class in which the paper topic's will be discussed. Papers that deviate from these terms (e.g. submitted late, emailed to the instructor, submitted by someone other than the student, on a different topic than that week's scheduled class topic) will not receive credit. Students must also post an abstract of their paper to the Collab discussion site (see below for further details).

Papers will be given letter grades. Students may choose the weeks for which they write papers within the following parameters:

- The first paper must be submitted on September 8 or September 15
- The second paper must be submitted on September 22 or September 29
- The third paper must be submitted on October 20 or October 27

- The fourth paper must be submitted on November 3, November 10, November 17, November 24, December 1

For each short paper, students must STAPLE to their paper a completed copy of the writing worksheet (available on in Collab Resources folder).

Option 2: Independent Research Paper

Students will write an original research paper on a course-related topic of their choosing. The paper is 15-20 pages in length, double-spaced, 12-point font, and has one-inch margins. The paper is due December 16. A hard copy must be delivered to Professor Pandya's office. Final papers will be given letter grades. Students are required to submit intermediary products of the research and writing process that will approximately match the schedule for the four reading-based papers:

- A proposal must be submitted on September 8 or September 15
- A critical literature must be submitted on September 22 or September 29
- A detailed outline and 2 page summary must be submitted on October 20 or October 27
- A complete rough draft must be submitted on November 17

Students who wish to write a research paper should consult with Professor Pandya at the start of the semester to discuss the scope and requirements.

2. Writing Assignments

Students will complete two writing assignments designed to develop and reinforce specific research and writing skills. Assignments will be distributed one week in advance and are due at the beginning of the following week's class session. Writing assignments will be graded on the scale: check plus, check, check minus.

3. Class Participation

Class participation is a central element of the course and consists of two parts:

- a. Posting discussion questions or paper abstract to the Collab site in advance of class.

For weeks in which there is assigned reading, students are required to post discussion questions about a given week's readings 12 hours prior to the beginning of class. Questions must critically engage one or more assigned reading, identifying points of discussion for the class. In class, students may be called upon to pose their posted questions in order to initiate discussion. For those weeks that a student has written a paper they may post an abstract of their paper. The abstract should briefly summarize the

paper's thesis, evidence, and how it builds upon that week's assigned readings. Those writing research papers will summarize the main points of their intermediary product and its implications for how the research should move forward. Posts should be a minimum of 1-2 paragraphs (approximately 300 words).

Students can also choose to post course-related current events to the designated Collab forum. Posts should describe the event and reflect on its implications for the course. These posts are purely optional but will contribute to students' course participation grade.

b. Active engagement in class

Throughout the semester there will be in-class exercises that require students to collaborate and produce some collective output. The instructor will assess each student's participation/contribution to their group and factor this into class participation grades. See separate handout on class participation for more specific guidelines.

Students who do not provide quality discussion questions prior to class or participate in class discussions will receive lower class participation grades.

Attendance

Students are allowed one unexcused absence during the semester – no questions asked. Students will receive a zero class participation grade for any subsequent unexcused absences. Unexcused absences are those without written documentation of medical illness or other exceptional circumstances. Students who anticipate missing class for official university events (e.g. scheduled athletic events) should provide their schedules at the beginning of the semester.

Composition of Final Grade:

4 short papers @ 20% each = 80% [option 1]

1 Research paper = 80% [option 2]

Class Participation = 15%

Completion of Final Course Evaluations = 5%

Materials

All readings are available electronically on the course Collab site or at the web link indicated on the syllabus.

In-Class Computer Use

Professor Pandya and the students will discuss a policy regarding in-class computer use. Students texting will be asked to leave class for the remainder of the class session and will receive no class participation credit for that class session.

Honor Code

All students are subject to the University of Virginia's Honor Code. If a student has questions about any aspect of this code, he or she should consult the instructor for guidance. Students should take particular care to adhere to standard practices for the citation of published work. For further details see:

<http://www.virginia.edu/honor/wnew/links.html>

Statement on Violence Prevention

The University of Virginia is dedicated to providing a safe and equitable learning environment for all students. To that end, it is vital that you know two values that I and the University hold as critically important:

1. Power-based personal violence will not be tolerated.
2. Everyone has a responsibility to do their part to maintain a safe community on Grounds.

If you or someone you know has been affected by power-based personal violence, more information can be found on the UVA Sexual Violence website that describes reporting options and resources available - www.virginia.edu/sexualviolence.

As your professor and as a person, know that I care about you and your well-being and stand ready to provide support and resources as I can. As a faculty member, I am a responsible employee, which means that I am required by University policy and federal law to report what you tell me to the University's Title IX Coordinator. The Title IX Coordinator's job is to ensure that the reporting student receives the resources and support that they need, while also reviewing the information presented to determine whether further action is necessary to ensure survivor safety and the safety of the University community. If you would rather keep this information confidential, there are Confidential Employees you can talk to on Grounds (See http://www.virginia.edu/justreportit/confidential_resources.pdf). The worst possible situation would be for you or your friend to remain silent when there are so many here willing and able to help.

Schedule

August 25: Course Overview

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

Mueller, P. A., & Oppenheimer, D. M. (2014). The Pen Is Mightier Than the Keyboard Advantages of Longhand Over Laptop Note Taking. *Psychological Science*

Part I: Theoretical Concepts and Mechanisms

September 1: Foundations of National Identity

First writing assignment due

Pettigrew, T. F. (1998). Intergroup contact theory. *Annual review of psychology, 49*(1), 65-85.

Tajfel, H. (1982). Social psychology of intergroup relations. *Annual review of psychology, 33*(1), 1-39.

Schildkraut, D. J. (2014). Boundaries of American Identity: Evolving Understandings of “Us”. *Annual Review of Political Science, 17*, 441-460.

September 8: Formal and Informal Political Behavior

Huddy, Leonie, and Nadia Khatib. 2007 “American Patriotism, National Identity, and Political Involvement,” *American Journal of Political Science* 51, no. 1, 63-77.

Penner, Louis, Michael T. Brannick, Shannon Webb, and Patrick Connell. “Effects on Volunteering of the September 11, 2001, Attacks: An Archival Analysis.” *Journal of Applied Social Psychology* 35.7 (2005): 1333–1360.

September 15: Nationalism vs. Cosmopolitanism

Last date to submit first reading-based paper

Jones, C. W. (2014). Exploring the Microfoundations of International Community: Toward a Theory of Enlightened Nationalism. *International Studies Quarterly, 58*(4), 682-705.

Schatz, E., & Levine, R. (2010). Framing, Public Diplomacy, and Anti-Americanism in Central Asia. *International Studies Quarterly, 54*(3), 855-869.

Dragojlovic, N. (2015). Listening to Outsiders: The Impact of Messenger Nationality on Transnational Persuasion in the United States. *International Studies Quarterly*, 59(1), 73-85.

September 22: Elite Priming: Media & Elected Officials

Gadarian, S. K. (2010). The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes. *Journal of Politics*, 72(2), 1-15.

Groeling, T., & Baum, M. A. (2008). Crossing the water's edge: Elite rhetoric, media coverage, and the rally-round-the-flag phenomenon. *Journal of Politics*, 70(04), 1065-1085.

Berinsky, A. J. (2007). Assuming the costs of war: Events, elites, and American public support for military conflict. *Journal of Politics*, 69(4), 975-997.

September 29: Consumption and National Identity

Last date to submit second reading-based paper

John, Andrew, Jill Klein, and Marlene Morris. 2012. Animosity and Foreign Product Purchase: A Guide for Managers. Working Paper. University of Melbourne Business School.

Maheswaran, Durairaj, and Cathy Yi Chen. "Nation Equity: Incidental Emotions in Country-of-Origin Effect," *Journal of Consumer Research* 33 (2006): 370-376.

Sonal S. Pandya and Raj Venkatesan. Forthcoming. "French Roast: Consumer Responses to International Conflict – Evidence from Supermarket Scanner Data" *Review of Economics and Statistics*

[October 6: Fall Break, No Class]

October 13: In-class writing workshop – bring to class a copy of first paper without identifying information

Part II: Substantive Applications

Ia. National Security

October 20: Terrorism

Bar-Tal, D., Halperin, E., & De Rivera, J. (2007). Collective Emotions in Conflict Situations: Societal Implications. *Journal of Social Issues*, 63(2), 441-460.

Huddy, L., Feldman, S., Capelos, T., & Provost, C. (2002). The Consequences of Terrorism: Disentangling the Effects of Personal and National Threat. *Political Psychology*, 23, 485-510.

Huddy, L., Feldman, S., Taber, C., & Lahav, G. (2005). Threat, anxiety, and support of antiterrorism policies. *American journal of political science*, 49(3), 593-608.

Kam, Cindy D. and Donald R. Kinder. 2007. "Terror and Ethnocentrism: Foundations of American Support for the War on Terrorism," *Journal of Politics* 69, no. 2, 320-338

October 27: Public Support for War

Last date to submit third reading-based paper

Kriner, Douglas, and Francis Shen. "Responding to War on Capitol Hill: Battlefield Casualties, Congressional Response, and Public Support for the War in Iraq." *American Journal of Political Science* 58.1 (2014): 157-174

Althaus, Scott L., Brittany H. Bramlett, and James G. Gimpel. "When War Hits Home: The Geography of Military Losses and Support for War in Time and Space." *Journal of Conflict Resolution* 56.3 (2011): 382-412.

Gartner, Scott Sigmund, Gary M. Segura, and Michael Wilkening. "All Politics Are Local: Local Losses and Individual Attitudes toward the Vietnam War." *Journal of Conflict Resolution* 41.5 (1997): 669-694

November 3: Foundations of Interstate Relations

Tomz, Michael, and Jessica Weeks. "Public Opinion and the Democratic Peace." *American Political Science Review* 107.3 (2013): 849-865.

Joshua D. Kertzer and Brian C. Rathbun. 2015. "Fair is Fair: Social Preferences and Reciprocity in International Politics," *World Politics* forthcoming.

Iib. Economic Integration

November 10: Climate Change

Bernauer, Thomas. "Climate change politics." *Annual Review of Political Science* 16 (2013): 421-448.

Li, Ye, Eric J. Johnson, and Lisa Zaval. "Local warming daily temperature change influences belief in global warming." *Psychological Science* (2011).

Bechtel, Michael M., and Kenneth F. Scheve. "Mass support for global climate agreements depends on institutional design." *Proceedings of the National Academy of Sciences* 110.34 (2013): 13763-13768.

November 17: International Trade
Second writing assignment due

Naoi, Megumi, and Ikuo Kume. 2011. "Explaining Mass Support for Agricultural Protectionism: Evidence from a Survey Experiment During the Global Recession." *International Organization* 65(04): 771-795.

Mansfield, E. D., Mutz, D. C., & Silver, L. R. (2014). Men, Women, Trade, and Free Markets. *International Studies Quarterly*.

Sabet, S. (2014) "Feelings First: Non-Material Factors as Moderators of Self-Interest Effects on Trade Preferences" Princeton University Working Paper.

November 24: Immigration

Hainmueller, J., & Daniel, J. Hopkins. 2014. "Public Attitudes toward Immigration." *Annual Review of Political Science*, 17(1), 225-249.

Ceobanu, Alin M., and Xavier Escandell. "Comparative analyses of public attitudes toward immigrants and immigration using multinational survey data: A review of theories and research." *Annual Review of Sociology* 36 (2010): 309-328.

December 1: Foreign Direct Investment [Students' Choice]
Last date to submit fourth reading-based paper

Sonal Pandya. (2010) "Labor Markets and Demand for Foreign Direct Investment" *International Organization* 64:3.

Nathan M. Jensen and René Lindstädt. (2013) "Globalization with Whom: Context-Dependent Foreign Direct Investment Preferences". Working Paper.

December 8: In-class writing workshop: In-class writing workshop – bring to class a copy of fourth paper without identifying information

FINAL RESEARCH PAPERS DUE: Hardcopy must be delivered to Professor Pandya's office by Wednesday, December 16 at 5 pm ET.