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**POLI 361**

**Political Participation in Comparative Perspective**

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**Instructor:**

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Office: 3610 McTavish, #23-3

**Course:** Tuesday -Thursday 2:35-3:55pm

Room: ENGMD 276

**Office hours:**

Tuesday - Thursday 12:30-2:00pm

**Course description**

In this course, we explore how citizens engage in politics. We examine theories that explain political participation and use empirical work to see how these explanations help us understand the reality of citizen participation. The diversity of political acts is considered. So beyond electoral participation, we will also study other forms of participation such as protests, political consumerism, deliberation, and Internet activism. While the course material focuses mostly on advanced industrialized democracies, there will be some examples from the developing world.

Through the readings, lectures and learning activities, we will try to answer a variety of questions related to the study of political participation. For example: What is political participation and how do we study it? Why do individuals and groups of citizens get involved? Or why don't they get involved? Who participates in which forms of participation? Why are some groups of citizens more involved than others? How has political participation evolved over time? How do participation patterns vary across countries? What does citizen participation bring to democracy? And what are some democratic challenges related to citizen engagement? These questions follow four main axes that will guide the development of the course: 1) the definition and explanation of political participation, 2) the forms of participation, 3) evolution and change, and 4) democratic outcomes and challenges.

**Course objectives**

The main objective of this course is to have students master theories and learn how to apply them in the study of political participation. So students will learn about theories and how the sub-field of political participation is structured. Additionally, students will develop their abilities to understand social science research, and will ultimately use some methods of empirical research in their own work. The different course assignments and in-class learning activities will further lead students to develop their oral communication skills and their ability to work as a team.

## **Course and University Policies:**

**Special needs:** Please let me know if you have special requirements due to a diagnosed learning or physical disability. We can accommodate your needs better if they are made explicit from the outset.

**Integrity:** McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity/> for more information).

**Clicker:** Since clicker records may be used to compute a portion of course grades, the use of a clicker other than your own is considered an academic offense. During class, possession of more than one clicker, or that of another student, will be interpreted as intent to commit an academic offense. Please refer to McGill's policy on Academic Integrity and Code of Conduct.

<http://www.mcgill.ca/integrity>

<http://www.mcgill.ca/cio/e-policies>

**Language:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

En conformité avec la Charte des droits des étudiants de l'Université McGill, les étudiants dans ce cours ont le droit de remettre en anglais ou en français tout travail écrit qui est sujet à évaluation.

## **Readings**

All reading material is available on MyCourses or through the website of McGill's library. Students are expected to do the readings for the course on time, which means *before* the lectures.

## **Class participation**

This is a lecture course, but there will be regular opportunities for in class discussions. It is thus important that you are prepared (i.e. do the readings and reflect upon new knowledge) and actively participate in the course.

Student participation will be further stimulated through the use of clickers and learning activities.

## **Clickers**

This course makes use of the Student Response System (AKA "clickers"). In fact, clickers will be used in every lecture.

- You should **purchase** your clicker immediately. Purchase only one clicker for all your courses. Only one type of clicker is authorized on campus. You can buy one at the McGill Bookstore. New clickers cost \$54 and used ones are available for \$41. The bookstore will also buy back clickers at a cost of \$25.

- You need to **register** your clicker on *myCourses* on our course page. Register your clicker to your McGill ID by going to *the course list home page* in *myCourses* - you will see the clicker icon in the right corner. If you are taking more than one course that is using a clicker, you will not need to register it in every one of your courses; the first registration will carry over to your other courses. Instructions on how to register your clicker can be found at: <http://kb.mcgill.ca/kb/?articleid=4419>.
- You need to **bring** your clicker to every class. We will start using clickers immediately. A percentage of your grade is based on clicker usage.

**Rules** for clicker usage:

- The clicker cannot be shared between multiple students (see Student Code of Conduct: <http://www.mcgill.ca/secretariat/policies/informationtechnology/>).
- Lost clickers must be replaced at your own expense and re-registered in all your classes using the link in *myCourses* stated above.
- For verification that a clicker is working correctly, please consult the ICS Service Desk at 688 Sherbrooke, Room 285 between 9:00 am and 5:00 pm.
- For any other questions, please see the frequently asked questions (FAQ): <http://www.mcgill.ca/tls/srs/resources/#FAQs>

**Evaluation**

	Percentage of final grade
<b>Clicker participation</b> → In class	5%
<b>Midterm 1</b> → In class: February 18 <sup>th</sup>	25%
<b>Midterm 2</b> → In class: March 29 <sup>th</sup>	25%
<b>Presentations</b> → In conferences: Week of April 5 <sup>th</sup> and 12 <sup>th</sup>	10%
<b>Group project</b> → Submission deadline: April 21 <sup>st</sup>	35%

**Assignments**

For all exams and assignments:

- You are required to indicate on the cover page your McGill student ID number only. Do not write your first or last name.

**Group Project:**

One of the main objectives of this course is to introduce students to empirical research in political science, how research is carried out, and how methods of investigation influence our understanding of political participation. In consequence,

this assignment is designed to be a hands-on application of the concepts and techniques of investigation covered in class and the readings. As part of the course requirements, you will be developing a research project on a topic that interests you. You will be required to *plan* a research project involving the collection of original data related to any aspect of the study of political participation and involving interactions with human subjects.

- The research project should be 18 pages for two group members, 22 pages for three group members and 25 pages for four group members (double-spaced, excluding tables, graphs, appendices and bibliography).
- The assignment is scored out of 100 marks, worth 35% of your final grade. All members of the group will receive the same grade for the group project. Each group member must submit a signed statement confirming that s/he participated equally in the project.
- You are required to provide a print version and an electronic copy of your work. The print version should be handed in to me at my office (3610 McTavish, office 23-3) and the electronic version should be posted on MyCourses (in Assignments).

**Presentations:**

Each team will present its research project with a Prezi or PowerPoint presentation. Presentations should be about 8-12 minutes, depending on the number of members in the group. Each project will be assigned discussants (i.e. another team), who will comment on the project and ask questions.

- Note that each member of the team has to present a part of the project.
- The presentation and discussant assignment count for 10% of your final grade. All members of the group will receive the same grade for the group project.

**Late policy:** All assignments will be graded on 100 marks. A penalty of five marks per weekday will be subtracted for late submissions. If the assignment is handed in on the same day AFTER the required time, a penalty of five marks will still be applied. Please note that weekend days are not exempt from this penalty (i.e. if the assigned deadline is Friday and the assignment is handed in the following Monday, a 15 mark penalty will be assigned).

No audio or video recording of any kind is allowed in class without the explicit permission of the instructor.

### **Course overview:**

<b>January</b>	
January 12	Political participation: What is it?
January 14	How do we study political participation?
January 19	Why participate?
January 21	Socialization
January 26	The Contexts of Political Learning
January 28	Biopolitics: Nature versus Nurture?
<b>February</b>	
February 2	Participation: Learned Behaviour or Inherited Trait?
February 4	Social networks
February 9	Political and Social Institutions
February 11	Do Political parties still Matter? - <b>with Guests</b>
February 16	Social movements, interest groups, associations - <b>with Guests</b>
February 18	* Midterm *
February 23	Electoral Participation
February 25	The Decline Thesis
<b>March</b>	
March 1	* Reading Week *
March 3	* Reading Week *
March 8	The Young Generation - <b>with Guest</b>
March 10	Post-Materialism
March 15	New Forms of Participation
March 17	The Challenge of Diversity and Political Inequalities
March 22	Mobilization and Information
March 24	Internet: the New Promise or Just Another Challenge?
March 29	* Midterm *
March 31	Protest Participation
<b>April</b>	
April 5	Political Consumerism
April 7	* No class *
April 12	* No class *
April 14	Conclusion and Reflections on Political Participation

## Detailed course outline

### **January 12th: What is political participation?**

Barry Axford. 2002. "Chapter 4: Political Participation" in *Politics: an Introduction*, 2<sup>nd</sup> ed., edited by Barry Axford et al (London: Routledge). Read the first two sections: "Introduction: what is political participation" and "Political participation and democracy".

Schlozman, Kay Lehman, Sidney Verba, and Henry E. Brady. 2012. "Introduction: Democracy and Political Voice". *The unheavenly chorus: unequal political voice and the broken promise of American democracy*. Princeton University Press. Chapter 1 pages 1-27.

### **January 14th: How do we study participation?**

Jarol B. Manheim, Richard C. Rich, and Lars Willnat. 2002. Chapters 1 & 2. *Empirical Political Analysis: Research Methods in Political Science*, 5<sup>th</sup> ed (NY: Longman).

Atkeson, Lonna Rae. 2010. "The State of Survey Research as a Research Tool in American Politics", in *The Oxford Handbook of American Elections and Political Behaviour*, edited by Jan E. Leighley.

### **January 19th: Why Participate? Theories of political participation**

Norris, Pippa. 2002. "Chapter 2: Theories of political activism". *Democratic Phoenix: Reinventing Political Activism*. New York: Cambridge University Press. p19-31.

André Blais, *To Vote or Not to Vote* (Pittsburgh: Univ. of Pittsburgh Press), pp. 1-16

Verba, Sidney, Kay Lehman Schlozman, and Henry E. Brady. 1995. "Chapter 9: Explaining Participation: Introductory Considerations". *Voice and Equality: Civic Voluntarism in American Politics*. Cambridge: Harvard University Press. Pages 269-287.

### **January 21st: Socialization**

Beck, Paul A. and M. Kent Jennings. 1982. "Pathways to Participation". *The American Political Science Review*, Vol 76, No. 1, p94-108.

Healy, Andrew and Neil Malhotra. 2013. "Childhood Socialization and Political Attitudes: Evidence from a Natural Experiment". *Journal of Politics*, Volume 75, No 4: 1023-1037.

### **January 26th: The Contexts of Political Learning**

Campbell, David E. 2008. "Voice in the Classroom: How an Open Classroom Climate Fosters Political Engagement Among Adolescents". *Political Behavior*, Vol. 30: 437-454.

Jennings, M. Kent. 2002. "Generation Units and the Student Protest Movement in the United States: An Intra-and Intergenerational Analysis". *Political Psychology*, Vol 23, No 2: 303-324.

### **January 28th: Biopolitics: Nature versus Nurture**

Hatemi, Peter K. and McDermott, Rose. 2012. "The Genetics of politics: discovery, challenges and progress." *Trends in Genetics*, Vol. 28, No. 10: 525-533.

John R. Hibbing and Kevin B. Smith. 2007. "The Biology of Political Behavior: An Introduction". *The ANNALS of the American Academy of Political and Social Science*, Vol. 614, No. 1: 213-226.

### **February 2nd: Participation: Learned Behaviour or Inherited Trait?**

Fowler, James H., Laura A. Baker, and Christopher T. Dawes. 2008. "Genetic Variation in Political Participation". *American Political Science Review* 102, no. 2: 233-248

Buchen, Lizzie. 2012. "Biology and Ideology: From genes to hormone levels, biology may help to shape political behaviour." *Nature: New Feature*. October 24.

Bartels, Larry. 2013. "Your genes influence your political views. So what?". Monkey Cage (November 12<sup>th</sup>, 2013)  
<https://www.washingtonpost.com/news/monkey-cage/wp/2013/11/12/your-genes-influence-your-political-views-so-what/>

### **February 4th: Social Networks**

Mutz, Diana. 2002. "Consequences of Cross-Cutting Networks for Political Participation". *American Journal of Political Science* 46, no. 4: 838-855.

Christakis and Fowler. 2009. "Politically Connected", in Christakis and Fowler, *Connected : the surprising power of our social networks and how they shape our lives*. New York : Little, Brown and Co. Pages: 172-209.

### **February 9th: The Role of Political and Social Institutions**

Blais, André. 2006. "What Affects Voter Turnout?" *Annual Review of Political Science* 9: 111-25.

Soss, Joe. 1999. "Lessons of Welfare: Policy Design, Political Learning, and Political Action." *American Political Science Review* 93: 363-80.

### **February 11th: Do Political Parties still Matter?**

Dalton, Russell J., and Martin P. Wattenberg. 2001. "Partisan Change and the Democratic Process", In *Parties Without Partisans: Political Change in Advanced Industrial Democracies*. : Oxford University Press.

Dalton, Russell J., David M. Farrell, and Ian McAllister. 2011. "Chapter 3: Party Mobilization and Campaign Participation", In *Political Parties and Democratic Linkage : How Parties Organize Democracy*. Oxford University Press

### **February 16th: Civil Society, Interest groups and Social Movements**

Philipps, Susan. 2004. "Interest groups, Social Movements and the Voluntary Sector: En Route to Reducing the Democratic Deficit". In James Bickerton and Alain-G Gagnon (eds.) *Canadian Politics*, 4th Edition. Peterborough: Broadview Press. Pages 323-347.

Fiorina, Morris. 1999. "Extreme Voices: A Dark Side of Civic Engagement". In Skocpol and Fiorina (eds.) *Civic Engagement in American Democracy*. Pages 395-426.

### **February 18th: \* Midterm \***

### **February 23rd: Electoral Participation**

Gray, M., and M. Caul. 2000. "Declining voter turnout in advanced industrial democracies, 1950 to 1997". *Comparative Political Studies* 33 (9): 1091-1122.

Highton, Benjamin, and Raymond E. Wolfinger. 2001. "The First Seven Years of the Political Life Cycle." *American Journal of Political Science* 45: 202-09.

*\* Recommended:*

Gerber, A. S., D. P. Green, and R. Shachar. 2003. "Voting May Be Habit Forming: Evidence from a Randomized Field Experiment." *American Journal of Political Science* 47: 540-50.

### **February 25th: The Decline thesis**

Putnam, R. D. 2000. Chapters 2-3-14-15, in *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster.

### **March 1st: \*\*\* READING WEEK \*\*\***



**March 3<sup>rd</sup>: \*\*\* READING WEEK \*\*\***

**March 8<sup>th</sup>: The Young Generation**

Therese O'Toole et Al. 2003. "Tuning Out or Left Out? Participation and Non-Participation among Young People". *Contemporary Politics*, 1 (9): 45-61.

Gindegil, Elisabeth, Neil Nevitte, André Blais and Richard Nadeau. 2003. "Turned Off or Tuned out? Youth Participation in Politics". *Electoral Insight*, p9-14.

**March 10<sup>th</sup>: Post-materialism**

Ronald F. Inglehart. 2008. "Changing Values among Western Publics from 1970-2006". *West European Politics* 31 (1-2): 130-146.

Russell J. Dalton, 2008 "Citizenship Norms and the Expansion of Political Participation". *Political Studies*, Vol. 56, No. 1, p79-98.

**March 15<sup>th</sup>: New Forms of Participation**

van Deth, Jan. 2009. "Is Creative Participation Good for Democracy?", in *Creative Participation: Responsibility-taking in the Political World*, edited by Michele Micheletti and Andrew McFarland (Bolder, Co: Paradigm Publishers). Pages 148-172.

Stolle, Dietlind and Marc Hooghe. 2011. "Shifting Inequalities: Patterns of exclusion and inclusion in emerging forms of political participation". *European Societies*, Vol 13, No 1, p119-142.

**March 17<sup>th</sup>: The Challenge of Diversity and Political Inequalities**

Gallego, Aina. 2007. "Unequal Political Participation in Europe". *International Journal of Sociology* 37: 10-25.

Pacheco, Julianna Sandell, and Eric Plutzer. 2008. "Political Participation and Cumulative Disadvantage: The Impact of Economic and Social Hardship on Young Citizens". *Journal of Social Issues* 64: 571-93.

Mendelberg, T., Karpowitz, C. F. & Goedert, N. 2014. Does Descriptive Representation Facilitate Women's Distinct Voice? How Gender Composition and Decision Rules Affect Deliberation. *American Journal of Political Science*, 58, 291-306.

### **March 22nd: Mobilization and Information**

Gerber, Alan S., Don P. Green and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-scale Field Experiment." *American Political Science Review*, Vol 102, No 1: 33-48.

Hirzalla, Fadi, Liesbet van Zoonen and Jan De Ridder. 2011. "Internet Use and Political Participation: Reflections on the Mobilization/Normalization Controversy". *The Information Society*, 27: 1-15.

### **March 24th: Internet: a New Promise or just Another Challenge?**

Schlozman, Kay Lehman, Verba, Sidney, Brady, Henry E. 2010. "Weapon of the Strong? Participatory Inequality and the Internet". *Perspectives of Politics* 8:487-509.

Bakker, Tom P. and Claes H. de Vreese. 2011. "Good News for the Future? Young People, Internet Use, and Political Participation". *Communication Research*, p1-20.

### **March 29th: \* Midterm #2 \***

### **March 31st: Protest Participation**

Van Aelst, Peter and Stefaan Walgrave. 2001. "Who is that (wo)man in the street? From the normalisation of protest to the normalisation of the protester". *European Journal of Political Research* 39: 461-486.

Verhulst, Joris and Stefaan Walgrave. 2007. "Protest and protesters in advanced industrial democracies: The case of the 15 February global anti-war demonstrations". In *Civil societies and Social Movements: Potentials and problems*, Ed. Derrick Purdue. New York: Routledge. Pages 124-144.

### **April 5th: Political Consumerism**

Stolle, Dietlind and Michele Micheletti. 2013. "Chapter 4: Mapping Political Consumerism in Western Democracies". In *Political Consumerism: Global Responsibility in Action*. Cambridge: Cambridge University Press. Pages 59-134.

Peretti, Jonah and Michelle Micheletti. 2004. "The Nike Sweatshop Email: Political Consumerism, Internet, and Culture Jamming", In Micheletti, Michele, Andreas Follesdal and Dietlind Stolle (eds), *Politics, products and Markets: Exploring Political Consumerism Past and Present*, p127-142.

### **April 7th: \* No class → Presentations \***

### **April 12th: \* No class → Presentations \***

## **April 14th: Conclusion and Reflections**

Putnam, R. D. 2000. "Chapter 21: Democracy", in *Bowling Alone*.

Schlozman, Kay Lehman, Sidney Verba, and Henry E. Brady. 2012. "Chapter 17: What, if anything, Is to be Done?" *The Unheavenly Chorus: unequal political voice and the broken promise of American democracy*. Princeton University Press. Pages 534-573.