

Poli 680 Syllabus Winter 2021

Social Change in Advanced Industrialized Democracies: Political Culture, Political Attitudes and Political Participation in Comparative Perspective

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Original Course Hours: Tuesdays at 11.35am (see more below)

Office Hours: after the course or by appointment per email

Synopsis of the course content: In recent years an exciting, diverse, and rapidly growing body of research has suggested that the norms and networks of civil society have powerful practical consequences in many disparate political and economic arenas. This research agenda focuses on concepts such as social capital, civic engagement, political participation; and their implications for such diverse fields as collective action and democratic government are paramount. This seminar will focus on **citizens in politics** and discusses various concepts such as political culture, civicness, social capital, political attitudes and political participation in the broadest sense; examines their sources; and links the concepts to comparative discussions about democracy, democratic backsliding, populism, political inequality, and institutional performance and overcoming an international pandemic.

What is political culture and how can we measure and observe it? How do we study political attitudes and behavior comparatively? How can we distinguish different forms of political engagement that exist in a variety of cultures and across time? How has the engagement of citizens in public life changed and transformed over the last decades? And why? Which factors best explain political behavior and attitudes we observe in today's advanced industrialized societies? Most of all, how can we explain phenomena such as rising populism and related changes in political parties, and what are its consequences for democracy around the world? This course will explore this blossoming research agenda with a focus (although not exclusive) on the advanced industrialized democracies—many readings come from the US and a substantial part from Europe and a few from Canada. Students with an interest in other regions and/or developing countries should come and talk to me and I can help you apply the concepts to your regional focus.

Seminar Goal: The seminar is designed to introduce participants to an emerging and multifaceted research arena in political science and other related disciplines. It will enable students to evaluate and to contribute original research (theoretical, empirical, and/or applied) in this arena. We will pay a lot of attention to how to improve existing research and focus on different methods of data collection and analysis, including experiments, quasi-experiments, statistical analysis, ethnography and participant observation, text analysis and some interpretative methods. In addition, students will be able to discuss, propose and examine public policy that might facilitate or hinder the development of social capital, political participation, political attitudes or civic engagement.

Requirements:

I like to encourage student collaboration during a time in which being a graduate student can be a lonely affair. Thus, several tasks in this course are designed to be (optional) group-tasks and will foster collaboration between students. For example, while everyone is expected to participate in the course discussions (see time-zone issues below); I am asking for two students to be responsible for a short video prepared in advance of the next seminar to lay out an analysis around an important question that deals with the course literature. I also encourage co-authorship on research papers.

There are two different tracks in this seminar. The **first track** entails the writing of a research proposal and research-paper. Again, I strongly encourage but do not require co-authored papers. The solo or co-authored (up to three authors) papers should be related to the course literature but are encouraged to go beyond it. The **second track** is ONLY for PhD students who take their comparative PhD exam in May 2021 and entails weekly answers to comp questions and a final exam structured as a comp exam (take-home for 6 hours). PhD students who like to pursue this track, also present a short-form proposal discussed in the course on February 23 and participate as discussants of other student projects. Track 2 students also prepare the video (more below).

Weekly Reviews for Track #1 Students

Beginning with Week Two, you are expected to post a SUPER short written review that answers the following four questions for **each core**¹ reading of a particular week (unless noted otherwise):

- 1) Sum up the most important argument of each core reading in **one or two sentences**. What major point are the author(s) trying to make? While doing so, try to identify the independent and dependent variables in the study.
- 2) Give one important insight and/or fact that you gained from this reading, again in one sentence. That is, what do you now understand or know that you didn't before doing this reading? What was most valuable to you about this reading?
- 3) Give one specific critique of the reading- consider methodology, logic, biases, omissions, etc. Do the author(s) prove their argument convincingly? What are threats to the internal or external validity of the arguments?
- 4) If you heard the author(s) present this work, what probing question would you ask?

The reviews are due each Monday evening (at 11pm) via MyCourses, beginning in week 2. You do not need to prepare a review for those weeks in which you produce a video and for one additional week of your choice (rain-check). Since there are nine substantive seminars, you will prepare six to eight reviews depending on how many videos you produce (depends on class size) and whether you take your rain-check.

These brief reviews are meant to encourage you to think about the readings **before** you come to our zoom session. You must answer all four questions for each core reading, and the answers must reflect a solid understanding of the readings (i.e., don't try to do this after skimming the first and last paragraphs of an article). The reviews are manageable, because I limit the required readings to usually 5 per week (some exceptions may apply). To receive an A for this part of the course, you must provide your review on time and they must fulfill all of the above criteria (minus the instances when you produce a video(s) or take one rain-check). If you need to miss a review, you must have a reasonable excuse (documented illness or other serious situation etc.) and submit the missing review by the last course date on April 13. For any missing reviews on that date or any missing reviews without a reasonable excuse, I will reduce the final letter grade for this part of the course by two steps (e.g., A to B+).

Comp Questions and Exam for Track 2 Students

If you are eligible to be a track #2 student, you can choose to answer one comp question every week in the place of the weekly review. The comp questions are due in every week when you do NOT produce a video. There is also one rain-check. The comp question answer is also due at 11pm on Monday the evening before the seminar. Altogether you will produce most likely six to seven comp question answers (except for the weeks when you produce a video and one rain-check). Comp question answers are graded with letter grades. If you do not submit a comp answer with a reasonable excuse, you will receive an F for that particular week. If you had to miss one submission because you do have a reasonable excuse, you have to deliver the missing comp question answer by April 13. Comp questions will be offered after the prior seminar on MyCourses under Assignment and this is also where you post your answer. You have a choice of one question out of three or four questions. The exam

¹ A core reading is a required reading that is labeled by a star*.

will take place on April 27 and will last 6 hours and is structured like a comp exam (based on the course material). The exam is an open book exam.

Class participation in Zoom Sessions

There will be a 2 to 2.5 hour zoom session in our class time (please plan a maximum time of 2.5 hours). The discussion will centre on the merits of the readings presented and the questions indicated for each week, and it will also be based on the student videos prepared. We will also engage in some group exercises or games in break-out rooms to get different perspectives on the materials. As a participant, you should be ready to remind the class of the author(s) main argument and methodology (i.e., how do they support the work's claims?), and raise a few initial critiques and/or questions for the class to think about. You can draw on your weekly reviews here, of course. All students are expected to contribute to the discussion, I strongly encourage all students to get in the habit of contributing early on. The students who prepared the video will have a special responsibility to start off some parts of the discussion that relates to the theme of the video. Our zoom sessions are recorded and posted on our course site.

For students in other time zones or students unable to attend Zoom meetings

Students who cannot participate in zoom sessions in our class time, are required to either post two discussion questions on Monday at 12pm in preparation for the weekly zoom session with some prior thoughts of first answers (not longer than one page). Alternatively, these students can also choose to write an afterthought about a theme of the zoom discussion to which they like to contribute or a theme that was not discussed. These contributions should be visible to everyone on our course site. All students are encouraged to contribute to the discussion on our course site without this creating a feeling of artificial discussion or a feeling that you **MUST** contribute.

Pre-recorded lectures

The instructor will post a pre-recorded lecture on MyCourses in some weeks (no longer than 20 min.) with some overarching discussion of the week's readings before the seminar. If there is a pre-recorded lecture, I will let you know in advance on our course site. The lecture will be posted on Saturday prior to class.

Voluntary Group Office Hours

Two or three times this semester I will hold *online* voluntary group office hours on Thursdays or Fridays (time slot TBA), where students can drop in and we can discuss current politics as they relate to the course, as well as any other themes related to our materials. Other informal potentially in-class activities will have to be permitted by McGill's administration.

10 min Video Primer by Students

Students are expected to prepare a short video before one or two chosen sessions (number depends on # of students in class and will be determined early on). Here I encourage the work in pairs. This is not a presentation per se, but an online way to present thoughts about the week's readings in video format. The video can be as creative or factual as you like, and should **either** 1) address one of the weekly questions provided on this syllabus; or 2) focus on synthesizing and critiquing two or more readings; or 3) discuss a policy proposal following the findings of the week; or 4) focus on the methodology of this week's readings; or else 5) provide a new application or extension of the week's materials (see also additional resources section, **integrating new materials from this section is a very good idea but not a requirement**), or 6) provide another new take on the week's themes. Feel free to discuss with the instructor before you start the video. The video can use charts, pictures, animations and/or voiceover and must be posted by Sunday evening at 11pm. It should **NOT** be **LONGER** than 10 min and should end on a note of a discussion question (that we can take up either during our zoom session or on our course site).

Final Paper (Track 1)

Unless in track 2, you are also required to write (ideally co-author) a longer research paper on a topic of your choice related to the course content. Again, you are encouraged to collaborate on research papers, as collaborations present important academic and work-related skills. The purpose of the research paper is to enable each student to apply the approaches we learned during the seminar to some theoretical or practical problem of special concern to them. Topics for the longer paper will be discussed in class on **February 23** (see below). An initial 1 paged prospectus for this paper is due on **February 21** (no other readings are assigned, all students read all the proposals submitted and prepare comments). **This requirement is due for all students disregarding of track.** Between the dates of February 5 -20, every participant should meet with the instructor to discuss his or her research prospectus. A final proposal is due on March 13 (this second draft is not graded, but needs to be submitted for pass).

Research Paper length

If you choose to write a research paper alone, it must be **15-20 pages, double-spaced** (References and Appendix outside this page limit, but include Figures and Tables). However, students are encouraged to collaborate. **Collaboration on Research Papers:** Students are permitted--indeed encouraged--to work on their research papers **in pairs** (21-25 pages required), or maximum in **groups of three** (26-30 pages). Students who work with others **must** undertake some element of **original research. This might include the collection of your own data, materials, participant observation, interviews, content coding, or original data analysis of existing data sets, etc.** Note that for your own data collection with human subjects you must obtain an ethics certificate from the university, which takes in minimum about two weeks to process and you need to talk to me well in advance. In case of collaboration, each member of the group will receive the same grade. Groups work most smoothly when responsibilities are clearly assigned. Each group **must** submit a signed statement confirming that all group members **participated equally** in the project (signed by everyone); the statement should also specify the responsibilities of each group member. If you collect original data, you **MUST** talk to me by **February 5** at the latest.

Mini-Conference or Presentation and Discussion of Research

While I usually reserve two sessions for a mini-conference to present the research related to this course, this format might not be feasible this year. I still like for every team with a research paper to present their research. Depending on the number of papers, we will organize this event towards the end of the semester either in the form of a pre-recorded video presentation and followed by a live discussion or differently. I reserved the date of **April 20** to conduct a discussion of the papers/presentation. For this purpose, a draft of the paper is due for discussion on **April 17**. Track 2 students will also serve as discussants.

Research Paper Proposal (Tracks 1 and 2)

As discussed above, you are required to write a short (1 paged) and a revised (2 pages plus references) research paper proposal for your research paper in this course. One session is entirely dedicated to discussing your one paged proposals on **February 23**. This will give you an early start and good feedback from everyone in the class, as class members will be assigned as discussants.

Role of Discussants (Tracks 1 and 2)

Discussants of research paper proposals (Feb 23) or research papers (April 20) will give constructive feedback. You should read the paper/proposal, think about their merits, highlight the strengths and weaknesses, and discuss how to improve the proposal/paper. Make yourself written notes (even ppt is encouraged but not necessary).

Participation and Activities on our MyCourses Site and additional course site

I will use **MyCourses** for the posting of readings, as well as the posting of reviews and answers to comp questions and posting of videos etc. However, we can also use a **course site** (e.g. Slack or Microsoft Teams) for informal thoughts and questions, any discussion of readings or communication between us. You are simply required to check MyCourses and this course site (TBD) twice per week prior to each seminar. On the MyCourses site, more information and materials are made available to you than we have time to cover in detail in class. Articles of interest to the course themes (also posted by you), reminders and discussions are posted on other course site (TBD). This other site will also be a good way for you to communicate with me and with each other.

Grading Track 1:

Weekly reviews.....	20%
Videos and discussion question (2 @ 10% for each).....	20%
Proposal and Final Research Paper and Presentation	50%
Zoom participation (real time or not), role of discussant, chair	10%

Grading Track 2 (only PhD students taking comps in May 2020):

Video and discussion question (2 @ 10% for).....	20%
Final Exam.....	30%
Min. of 6-7 Weekly Comp answers (TBD).....	30%
Mini-Proposal with final version.....	10%
Regular class participation, role of discussant, chair	10%

Here is what an average week for Track 1 student looks like:

Required:

- check on MyCourses and Slack
- complete the readings
- watch pre-recorded lecture by instructor and video by students
- complete weekly reviews, by Monday
- attend zoom (or in writing), Tuesday

In some weeks:

- prepare the video by Sunday
- work on proposal and paper, or comments on other students work

Suggested:

- contribute to discussion on Slack if you like
- attend group office hours when announced

Here is what an average week for a Track 2 student looks like:

Required:

- check on MyCourses and Slack
- complete the readings
- watch pre-recorded lecture by instructor and video by students
- answer comp question by Monday
- attend zoom (or in writing), Tuesday

In some weeks:

- prepare the video by Sunday
- work on proposal or comments on other students work
- at end of course comp exam

Suggested:

- contribute to discussion on Slack if you like
- attend group office hours when announced

Contact: Unless otherwise announced, I will hold office hours on Tuesdays after class or by appointment on zoom.

Readings: Readings are online on MyCourses. Please try to buy Putnam 1993 as we read several chapters.

Robert Putnam. (1993). *Making Democracy Work*. Princeton University Press.

<http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=79069>

Special needs: If you have special requirements due to a diagnosed learning or physical disability, please let me know ASAP. 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 www.mcgill.ca/students/srr/honest/ for more information).

Language of submitted work: 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. Conformément -- > la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Extraordinary Circumstances Statement: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Lecture/Conference/Seminar Recording Statement

By enrolling in a remote course, you accept that synchronous or fixed sessions will be recorded. You must consent to being recorded if you are attending a zoom session that is being recorded. You will be notified through a "pop-up" box in Zoom if a lecture or portion of a class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off Zoom. Students who log off will be able to later watch the video recording in MyCourses.

Monitoring of Attendance

This is a seminar, so attendance may be monitored and/or active participation is expected and required during fixed (synchronous) class time. As such, you may be asked to turn on your camera and audio. If you do not have the necessary resources (e.g., adequate Internet bandwidth or equipment) to do so, inform me at the beginning of term so that appropriate accommodations can be made. In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and I call your name during the seminar. As such, this personal information will be disclosed to classmates, whether during the seminar or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during the seminar or in viewing the recording.

Netiquette Statement

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. "Chat" boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited to speak. We can use the chat function for additional clarifications or experiences, but we should do so professionally.

Copyright

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Indigenous Land Statement:

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

Sensitive content Statement:

Content warning: Please be aware that some of the course content may be disturbing for some students. It has been included in the course because it directly relates to the learning outcomes. Please contact me if you have specific concerns about this.

Course Evals statement: End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

Inclusive learning Environment:

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, @ 514-398-6009

Text-Matching

Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching).

NOTE: I reserve the right to modify the course timeline or specific readings as needed.

Short Course Outline

Jan 12 (week 1) Introduction & Discussion of Syllabus, Course expectations and Requirements

Part I: The Social Foundations of Politics

Jan 19 (week 2) Research Methods & The Study of Political Culture

Jan 26 (week 3) The Concepts of Civicness and Social Capital

Feb 2 (week 4) No class --sorry

Part II: Trends in Political Attitudes and Behaviors in Today's World

Feb 9 (week 5) The Political Consequences of Social Networks and Media

Feb 16 (week 6) Trends in Political Values and Political Participation

Feb 23 (week 7) **In-class Discussion of research paper proposal**

March 2 (week 8) No class (reading week)

March 9 (week 9) The Rise of Populism, Trumpism and Radical Right Parties

March 16 (week 10) Democratic Deconsolidation

Part III: Sources of Political Attitudes and Behavior

March 23 (week 11) The Role of Family and Life Events

March 30 (week 12) The Role of Political and Social Institutions

April 6 (week 13) Diversity and Immigration: The Solution or the Problem?

April 13 (week 14) No class work on paper

Part IV: Presentations and Conclusion

April 20 (week 15) Presentation of Papers and Discussion (substitute for mini-conference)

SUMMARY OF IMPORTANT SEMINAR DATES

Jan 12-15: Choose video dates on MyCourses

Jan 18: First weekly review or comp question due on Monday at 11pm. From now on every week.

Tuesday Feb 21: Submission of one paged Research paper proposal at 6pm (MyCourses).

Feb 23: Discussion of all research paper proposals in class.

March 2: No class (reading week)

March 13: Revised Research Paper proposal due at 11pm (not graded but needed for pass)

April 13: Last date to post any missing weekly reviews or missing comp questions

April 17: Circulation of first draft of research paper on MyCourses

April 20: Substitute for Mini-Conference: Research Paper Draft Presentations & Discussions

April 30th: Final Research Paper Due on MyCourses at 8pm.

Week 1--Jan 12: Introduction: Introduction & Discussion of Syllabus, Course expectations and Requirements
(No readings)

Week 2--Jan 19: Research Methods & the Study of Political Culture

Note: we will briefly revisit issues of social science research design and empirical analysis in the first half of this session. If you are unfamiliar with the topic, you can refresh your knowledge with the literature listed below under Notes.

→(NR) Refresher: Trochim, William M. *The Research Methods Knowledge Base*, 2nd Edition. 2006.
<http://www.socialresearchmethods.net/kb/>. Read everything under the heading DESIGN.

→ Voinea, C. F. (2019). Political culture research: dilemmas and trends. Prologue to the special issue. *Quality & Quantity*, 54, 361–382. DOI: <https://doi.org/10.1007/s11135-019-00943-0>

→(OR) Robert Putnam. 1993. *Making Democracy Work*. Chapters 1, 4.

→Jennings, M. Kent. "Generation Units and the Student Protest Movement in the United States: An Intra-and Intergenerational Analysis," *Political Psychology* (2002). p. 303-324. <http://www.jstor.org/stable/3792292>

Additional Resources:

Newspaper articles:

--><http://www.greenpeace.org/international/en/news/Blogs/makingwaves/how-does-social-change-happen/blog/55691/>

--><https://www.nytimes.com/2013/01/08/opinion/after-being-raped-i-was-wounded-my-honor-wasnt.html>

Methods: If you are unfamiliar with Political Science Research Design, I suggest reading the following as background material:

-->Manheim, Jarol B., Richard C. Rich, and Lars Willnat. 2002. *Empirical Political Analysis: Research Methods in Political Science*. 5th ed. New York, NY: Longman. Skim chapter 1 and read chapter 2. On MyCourses.

--> Cook, Campbell and Shadish. 2002. "Experimental and quasi-experimental designs for generalized causal inference" <https://www.alnap.org/system/files/content/resource/files/main/147.pdf>

Additional resources on political culture:

→ Clifford Geertz. 1972. "Deep Play: Notes on a Balinese Cockfight." In *The Interpretation of Cultures* 421-53.

[https://www.fulcrumorg.proxy3.library.mcgill.ca/ebooks/zw12z543s?locale=en#/6/844\[xhtml000004221\]/4/1:0](https://www.fulcrumorg.proxy3.library.mcgill.ca/ebooks/zw12z543s?locale=en#/6/844[xhtml000004221]/4/1:0)

-->The cultural foundations of modern democracies. *Nature Human Behavior* <https://www.nature.com/articles/s41562-019-0769-1>

-->Russell J. Dalton and Christian Welzel, 2013. "Political Culture and Value Change," in Dalton and Welzel *The Civic Culture Transformed: From Allegiant to Assertive Citizenship*, chapter 1. Ebook.

-->David J. Elkins and Richard Simeon. "A Cause in Search of its Effect, or What Does Political Culture Explain?" *Comparative Politics*. (January 1979).

-->Clifford Geertz. 1973. "Thick Description: Towards an Interpretive Theory of Culture," In *The Interpretation of Culture*, (NY: Basic Books), Chapter 1.

-->Almond, Gabriel A. 1989 (1980). "The Intellectual History of the Civic Culture Concept." In Almond, Gabriel A. and Sidney Verba, eds. *The Civic Culture Revisited*. Newbury Park: Sage, pp. 1-36.

→ Carrie Rosefsky Wickham. 2019. Rethinking the Origins of Civic Culture and Why it Matters for the Study of the Arab World (The *Government and Opposition*/Leonard Schapiro Lecture 2018) <https://www.cambridge.org/core/journals/government-and-opposition/article/rethinking-the-origins-of-civic-culture-and-why-it-matters-for-the-study-of-the-arab-world-the-government-and-oppositionleonard-schapiro-lecture-2018/2A3A3C715A0ADC47063E8BD932A2A6BB>

→ Glen Gendzel. 1997. Review: Political Culture: Genealogy of a Concept
<https://www.jstor.org/stable/pdf/206403.pdf?refregid=excelsior%3A6b7c51fc2d937db0f45117dcd148b647>

→Sidney Verba. 2015. "The 50th Anniversary of The Civic Culture," *German Politics*, 24:3, 234-248

→Daniel Goldhagen. 1997. *Hitler's Willing Executioners*

² NR=NO weekly review necessary; OR=one review for all parts

Potential Video or Discussion Topics:

- (1) Can social science research use the logic of experiments? If so, how? If not, why not?
- (2) How can we apply the logic of quasi-experiments to Kent Jennings' study on protest movements? Discuss threats to internal/external validity in the Jennings' article. Try to draw his research design.
- (3) How have the methods and tools to study political culture changed over time?
- (4) Which different strands of political culture research can we distinguish and how do they build on each other (or not)?
- (5) Which questions in political culture research seem to change and which seem to be persistent?
- (6) How does the concept of civic community used in Putnam 1993 differ from other political culture accounts? And how does civic community in Italy's North differ from that in the South?

Week 3--Jan 26: The Concepts of Civiness and Social Capital

→(OR) Robert Putnam: *Making Democracy Work*, (add chapters 5 and 6). (Try to draw Research design of Putnam's study and critique its internal and external validity. In what sense is Putnam's study on Italy a natural experiment or not?). You can glance at chapter 3 to see how the index for his dependent variable was constructed, but no close reading of chapter 3 is required, just an overview.

→(NR) Choose at least one of the reviews: Sidney Tarrow. 1996. "Making Social Science Work Across Space and Time," *American Political Science Review*, 90 (June 1996): 389-97. <http://www.jstor.org/stable/2082892>

OR Laitin, David D. 1995. The civic culture at 30 *The American Political Science Review*; *Washington* Vol. 89, Iss. 1 (Mar 1995): 168. (no review required for this review article)

→ Sønderskov, K. M. (2011). "Explaining large-N cooperation: Generalized social trust and the social exchange heuristic." *Rationality and Society* 23(1): 51-74.

→ Frank J. Elgar, Anna Stefaniak, Michael J.A. Wohl. 2020. "The trouble with trust: Time-series analysis of social capital, income inequality, and COVID-19 deaths in 84 countries," *Social Science & Medicine*, [Volume 263](#),

→Filippo Sabetti. 2000. *Search for Good Government: Understanding the Paradox of Italian Democracy*, McGill/Queens University (select chapter)

Recommended but not required:

→(NR) Shanker Satyanath, Nico Voigtländer, and Hans-Joachim Voth, "Bowling for Fascism: Social Capital and the Rise of the Nazi Party," *Journal of Political Economy* 125, no. 2 (April 2017): 478-526.

Additional resourcesSociological Versions of the Concept

-->Nan Lin. 1999. Building a Network Theory of Social Capital

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.96.3792&rep=rep1&type=pdf> -->See also Work by James Coleman

More on Consequences (see also next week for social networks)

-->Helliwell, J. F., Akin, L. B., Shiplett, H., Huang, H., & Wang, S. (2018). Social capital and prosocial behavior as sources of well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers.

-->Jens Rydgren: 2011. "A legacy of 'unciviness'? Social capital and radical right-wing populist voting in Eastern Europe," *Acta Politica* (2011) 46, 132–157. doi:10.1057/ap.2011.4

Social Capital and Collective Action

-->Scholz, J. T. and M. Lubell (1998). "Trust and taxpaying: Testing the heuristic approach to collective action." *American Journal of Political Science*: 398-417.

-->Ostrom, E. and T. K. Ahn (2008). "The meaning of social capital and its link to collective action." In Svendsen, G. T. and G. L. H. Svendsen. *Handbook of social capital: The troika of sociology, political science and economics*, Northampton

Some readings on the sources of trust:

-->Hardin, R. 1993. "The Street-Level Epistemology of Trust," in *Politics and Society*, 21 pp.505-529.

<http://pas.sagepub.com/cgi/reprint/21/4/505>

-->Stolle, D. 2001. "Getting to Trust," in Dekker, P and Uslaner, E. M. 2001. *Social Capital and Participation in Everyday Life*. N.Y.: Routledge. pp. 118-133 <http://www.mylibrary.com?id=5583>

--> Barbara Arneil. 2010. "Social Decline and Diversity: The Us versus the Us's," CJPSS Special Issue on Diversity and Social Cohesion. <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=7787139>

Critiques of the Concept of Social Capital:

--> Levi, M. 1996. "Social and Unsocial Capital: A Review Essay of Robert Putnam's Making Democracy Work." *Politics and Society* 24, 45-55. <http://dx.doi.org/10.1177/0032329296024001005>

→Adkins. 2005. "Social capital --anatomy of a troubled concept," *Feminist Theory*

-->Thomas Koelble. 2003. Ten years after: Robert Putnam and making democracy work in the post-colony or why mainstream political science cannot understand either democracy or culture. *Politikon*

-->Bo Rothstein. 2005. *Social Traps and the Problem of Trust*. Cambridge.

-->Ellis Goldberg. 1996. Thinking about how democracy works. *Politics and Society* 24(1)

Potential Video or Discussion Topics:

- 1) In what ways does the concept of social capital illuminate or obscure—how is social capital different from civiness?
- 2) How could we apply the theory of social capital to your region/country of interest? How would you justify the measures you chose?
- 3) What is social capital conceptually according to Putnam, and how does he measure it? Do the two match? Is there a way to measure social capital annually in each country or region of the world, like we measure GDP per capita? If so, which measure would you choose?
- 4) What is the value and contribution of Robert Putnam's *Making Democracy Work* in pushing research on political culture?
- 5) What are the weaknesses of his study? Discuss the internal and external validity of Putnam's study and sketch his research design—is it indeed an experiment? Does he test counter-hypotheses? Go over our list of testing causality.
- 6) Why do some authors take such a critical view of the social capital concept? How do Tarrow and Satyanath et al critique the concept of social capital and Putnam's theory? Is their critique valid, why or why not? Which critiques do you find to be valid and why?
- 7) How important is social capital for institutional performance? Do we have a definite answer? How important is it for other political phenomena such as solving collective action dilemma? What shall we keep in mind when studying the consequences of social capital?

Week 4—February 2: No class

Week 5—February 9: The Political Consequences of Social Networks and Media

→Granovetter, M. S. 1973. The Strength of Weak Ties. *American Journal of Sociology* 78, 1360-1380.

<http://www.jstor.org/stable/2776392>. As a counterpart to this, I also like you to take a quick look at this part of a chapter by Putnam just to be able to distinguish strong/weak ties from bonding/bridging ties. The former is about intensity the latter about composition. They are not the same, despite the same name of bridging.

(NR)→Robert Putnam. 2000. *Bowling Alone*. Simon and Schuster: chapter 1, p. 15-28.

→Mutz, Diane, 2002. "The Consequences of Cross-Cutting Networks for Political Participation
Diana C. Mutz, *American Journal of Political Science*, Vol. 46, No. 4, pp. 838-855

<https://www.sas.upenn.edu/polisci/sites/www.sas.upenn.edu.polisci/files/mutz%20ajps%202002.pdf>

→ Jost, J. T., Barberá, P., Bonneau, R., Langer, M., Metzger, M., Nagler, J., ... & Tucker, J. A. (2018). How social media facilitates political protest: Information, motivation, and social networks. *Political psychology*, 39, 85-118. DOI: <https://doi.org/10.1111/pops.12478>

→ Gil de Zúñiga, H., & Diehl, T. (2019). News finds me perception and democracy: Effects on political knowledge, political interest, and voting. *New media & society*, 21(6), 1253-1271. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1177/1461444818817548>

→ Kim Eunjii. 2019. "Entertaining Beliefs in Economic Mobility" Working Paper. https://www.dropbox.com/s/1qlylublosas4h3/Entertaining%20Beliefs%20in%20Economic%20Mobility_Kim.pdf?dl=0

Additional resources:

Newspaper:

--><http://www.nytimes.com/2016/12/22/upshot/how-social-isolation-is-killing-us.html>

--> <http://www.edelman.com/p/6-a-m/brexit-and-trust/>

--> James Fowler et al: Effect of Online Networks: <http://ow.ly/JzOw>

Networks:

→ 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. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1111/ajps.12436>

--> Samara Klar and Yotam Shmargad, 2017. "The Effect of Network Structure on Preference Formation," *The Journal of Politics* 79, no. 2 (April 2017): 717-721. <https://doi.org/10.1086/689972>

→ du Plooy, D. R., Lyons, A., & Kashima, E. S. (2020). Social capital and the well-being of migrants to Australia: Exploring the role of generalised trust and social network resources. *International Journal of Intercultural Relations*, 79, 1-12.

--> Boutyline, A. and Willer, R. (2017), The Social Structure of Political Echo Chambers: Variation in Ideological Homophily in Online Networks. *Political Psychology*, 38: 551-569. doi:10.1111/pops.12337

--> Robison, J., Leeper, T.J. and Druckman, J.N. (2018), Do Disagreeable Political Discussion Networks Undermine Attitude Strength?, *Political Psychology*, 39: 479-494. doi:10.1111/pops.12374

--> Ben-Nun Bloom, P., Bago-Moldavsky, O. "The Conditional Effect of Network Diversity and Values on Tolerance." *Political Behavior* 37, 623–651 (2015) doi:10.1007/s11109-014-9284-2 <https://link.springer.com/article/10.1007/s11109-014-9284-2>

--> Hyunjin Song & William P. Eveland Jr. (2015) The Structure of Communication Networks Matters: How Network Diversity, Centrality, and Context Influence Political Ambivalence, Participation, and Knowledge, *Political Communication*, 32:1, 83-108, DOI: [10.1080/10584609.2014.882462](https://doi.org/10.1080/10584609.2014.882462)

→ Matthes, J., Knoll, J., Valenzuela, S., Hopmann, D. N., & Von Sikorski, C. (2019). A meta-analysis of the effects of cross-cutting exposure on political participation. *Political Communication*, 36(4), 523-542.

DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1080/10584609.2019.1619638>

→ Valenzuela, S., Halpern, D., Katz, J. E., & Miranda, J. P. (2019). The paradox of participation versus misinformation: Social media, political engagement, and the spread of misinformation. *Digital Journalism*, 7(6), 802-823. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1080/21670811.2019.1623701>

Media

→ Zhuravskaya, E., Petrova, M., & Enikolopov, R. (2020). Political effects of the internet and social media. *Annual Review of Economics*, 12. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1146/annurev-economics-081919-050239>

→ Borgonovi, F., & Andrieu, E. (2020). Bowling together by bowling alone: Social capital and Covid-19. *Center for Economic and Policy Research: Covid Economics*, 17, 73-96. <https://dagliano.unimi.it/wp-content/uploads/2020/05/CovidEconomics17.pdf#page=78>

Potential Video or Discussion Topics:

- 1) What are the different types of social networks we can distinguish? Note that Mutz's and Putnam's distinctions and Granovetter's weak/strong ties are not necessarily the same (despite the use of "bridging" in Granovetter).
- 2) Do networks create trust and civic values, do they mobilize for participation in politics? If so, how? How do they matter for democracy and other political outcomes?

- 3) What are the common methods to measure social networks? How could we improve them?
- 4) Which phenomena can social networks help explain best? What are the limitations of this approach?
- 5) How would you design a study on the consequences of social networks for political outcomes? (some thoughts about research design here). What are some of the common methodological pitfalls when examining the effects of social networks?

Week 6--Feb 16: Trends in Political Values and Political Participation

→ Inglehart, Ronald F. 2017. "Changing Values in the Islamic World and the West: Social Tolerance and the Arab Spring," in *Values, Political Action, and Change in the Middle East and the Arab Spring*, edited by Mansoor Moaddel and Michele J. Gelfand. <https://mcgill.on.worldcat.org/oclc/968212129>

→ Stolle, Dietlind and Michele Micheletti. 2013. "Reconfiguring Political Participation: The Rise of Individualized Political Responsibility Taking," chapter 2 in *Political Consumerism—Globalized Responsibility Taking*, by Dietlind Stolle and Michele Micheletti. Cambridge University Press.

→ De Moor, J., & Verhaegen, S. (2020). Gateway or getaway? Testing the link between lifestyle politics and other modes of political participation. *European Political Science Review*, 12(1), 91-111.
DOI: <https://doi.org/10.1017/S1755773919000377>

→ Vanessa Williamson, Kris-Stella Trump and Katherine Levine Einstein. 2018. "Black Lives Matter: Evidence that Police-Caused Deaths Predict Protest Activity," *Perspectives in Politics*.
<https://www.cambridge.org/core/journals/perspectives-on-politics/article/black-lives-matter-evidence-that-police-caused-deaths-predict-protest-activity/BFA2E74F4BCB25C3C222807E8B1>

→ Donatella della Porta. 2018. Radicalization A relational Perspective. *Annu. Rev. Political Sci.* 201. 21:461–74
<https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-042716-102314>

Choose one of those if you have time:

→ Maria Teresa Grasso, Stephen Farrall, Emily Gray, Colin Hay & Will Jennings (2019) Socialization and generational political trajectories: an age, period and cohort analysis of political participation in Britain, *Journal of Elections, Public Opinion and Parties*, 29:2, 199-221, DOI: 10.1080/17457289.2018.1476359

→ Russell Dalton. 2006. "Social Modernization and the End of Ideology Debate: Patterns of Ideological Polarization," *Japanese Journal of Political Science* 7 (1) 1–22

→ **Developing:** Blattman. 2009. From Violence to Voting: War and Political Participation in Uganda. APSR.

→ Henn et al. 2017. Postmaterialism and young people's political participation in a time of austerity, *BJS*,
<https://doi.org/10.1111/1468-4446.12309>

→ **Qualitative:** Atkinson. Joshua: Journey Into Social Activism: Qualitative Approaches
<https://library.oapen.org/handle/20.500.12657/45650>

Additional resources:

Non-academic articles if you have time:

-->Short article: <http://www.democraticaudit.com/2016/04/12/dont-knock-clickivism-it-represents-the-political-participation-aspirations-of-the-modern-citizen-2/>

--><https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>

Postmaterialism&emerging forms of participation&Changing Values

→Abramson, P. R. (2011). Critiques and Counter-Critiques of the Postmaterialism Thesis: Thirty-four Years of Debate. *UC Irvine: Center for the Study of Democracy*. Retrieved from <https://escholarship.org/uc/item/3f72v9q4>

→Russell Dalton. 2006. "Social Modernization and the End of Ideology Debate: Patterns of Ideological Polarization," *Japanese Journal of Political Science* 7 (1) 1–22

→Z.Pavlović & B.Todosijević. 2020. Global cultural zones the empirical way: value structure of cultural zones and their relationship with democracy and the communist past. *Quality and Quantity*. <https://link.springer.com/article/10.1007/s11135-019-00861-1>

→Lindgren, S. (2019), "Movement Mobilization in the Age of Hashtag Activism: Examining the Challenge of Noise, Hate, and Disengagement in the #MeToo Campaign." *Policy & Internet*, 11: 418-438. doi:10.1002/poi3.212

<https://onlinelibrary.wiley.com/doi/abs/10.1002/poi3.212>

→Biezen and Poguntke. 2014. The decline of membership-based politics. *Party Politics* Vol. 20(2) 205–216. <https://journals-sagepub-com.proxy3.library.mcgill.ca/doi/pdf/10.1177/1354068813519969>

→Inglehart, Ronald F. 2008. "Changing Values among Western Publics from 1970-2006." *West European Politics* 31 (1-2): 130-146. <http://dx.doi.org/10.1080/01402380701834747>

→Yannis Theocharis & Will Lowe (2016) Does Facebook increase political participation? Evidence from a field experiment, *Information, Communication & Society*, 19:10, 1465-1486, DOI: 10.1080/1369118X.2015.1119871

→Kay Lehman Schlozman, Sidney Verba, and Henry E. Brady, "Weapon of the Strong? Participatory Inequality and the Internet," *Perspectives on Politics* 8 (2) (2010): 487-509. <http://journals.cambridge.org.ezp-prod1.hul.harvard.edu/action/displayAbstract?fromPage=online&aid=7804317>

<http://www.tandfonline.com/doi/pdf/10.1080/10584609.2016.1201558?needAccess=true>

→Kitanova, M. (2020). Youth political participation in the EU: evidence from a cross-national analysis. *Journal of Youth Studies*, 23(7), 819-836.

→Choi, Y. T., & Kwon, G. H. (2019). New forms of citizen participation using SNS: an empirical approach. *Quality & Quantity*, 53(1), 1-17.

→**Corey Lee Wrenn**. 2017/ Trump Veganism: A Political Survey of American Vegans in the Era of Identity Politics, <https://www.mdpi.com/2075-4698/7/4/32>

Inequality and Political Participation

-->Armingeon, Klaus & Schädel. (2015). "Social Inequality in Political Participation: The Dark Sides of Individualisation," *West European Politics*, vol 38, issue 1: 1-27 <http://www.tandfonline.com/doi/full/10.1080/01402382.2014.929341>

-->Jan van Deth. 2014. "A conceptual map of political participation," *Acta Politica* 49, 349–367.

-->Pentina, Iryna and Clinton Amos. 2011. "The Freegan phenomenon: anti-consumption or consumer resistance?" *European Journal of Marketing* 45, 11/12: 1768-1778.

--> Newspaper article: Mudde, Cas (2011) "Occupy Wall Street: lessons and opportunities" in *Open Democracy Online*, October 12, 2011. http://works.bepress.com/cas_mudde/47/.

Conceptual Issues

--> Bengü Hosh-Dayican, 2014. "Conceptualizing political participation," *Acta Politica*

-->Jan van Deth. 2009. "Is Creative Participation Creative Democracy?" In *Creative Participation: Responsibility-taking in the Political World*, edited by Michele Micheletti and Andrew McFarland. Bolder, Co: Paradigm Publishers. (posted on MyCourses).

-->Kent Jennings. 2015. "The dynamics of good citizenship norms," Poguntke et al *Citizenship and Democracy in an Era of Crisis*, Routledge

Decline of Social Capital&Participation

-->Putnam, R. 2002. Conclusion, pp. 393-415 in *Democracies in Flux*

<http://www.oxfordscholarship.com/oso/public/content/politicalscience/0195150899/toc.html>

--> Rothstein, Bo. 2001. "Social Capital in the Social Democratic Welfare State" *Politics & Society*, June 2001, vol. 29, no. 2, pp. 207-242. <http://dx.doi.org/10.1177/0032329201029002003>

--> Clark, April K. 2014. "Rethinking the Decline in Social Capital." *American Politics Research*.

<http://apr.sagepub.com/content/early/2014/04/28/1532673X14531071.full.pdf+html>

--> Whiteley, Paul F. 2011. "Is the party over? The decline of party activism and membership across the democratic world." *Party Politics*. 17(1): 21-44. <http://ppq.sagepub.com/content/17/1/21.short>

-->Dietlind Stolle and Marc Hooghe. 2005. Inaccurate, Exceptional, One-Sided or Irrelevant? The Debate about the Alleged Decline of Social Capital and Civic Engagement in Western Societies, *British Journal of Political Science*

<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=265433&fileId=S0007123405000074>

-->Lowndes. 2000. Women and social capital: a comment on Hall's 'Social capital in Britain' BJPS, 2000 - Cambridge Univ Press

Potential Video or Discussion Topics:

- 1) What are the important themes in political participation research?
Which ones should be most dominant in the 21st century Western democracies?
- 2) What can you say about the different types of political action repertoires? Are all repertoires practiced in a similar way, are they equally affective, and are they taken up by the same groups of people? And how do they influence each other?
- 3) Some people argue that political participation is in decline, others argue that we see a transformation. What do you think? How should we study decline? How can Inglehart's view be reconciled with the argument about the decline of political participation?
- 4) How should we define political participation? In a more narrow or broader way? What are the advantages of either approach? See van Deth (in additional resources) for some inspiration here.
- 5) Can online activism stem the decline of social capital and political participation? If so, how and if not, why not?

Week 7--Feb 23: Zoom Discussion of research paper proposal

Discussion of Paper proposals. Read all paper proposals submitted to MyCourses by Sunday February 21 at 4pm. Discussant roles will be assigned. Timing of presentations and discussions will be announced (TBD). See on MyCourses.

Week 8--March 2: no class (reading week)—work on proposal final version

Week 9--March 9: The Rise of Populism, Trumpism and Radical Right Parties and Belief in Conspiracy Theories

→ Mansbridge, J., & Macedo, S. (2019). Populism and democratic theory. *Annual Review of Law and Social Science*, 15, 59-77. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1146/annurev-lawsocsci-101518-042843>

→ Norris, P., & Inglehart, R. (2019). The Cultural Backlash Theory. In *Cultural Backlash: Trump, Brexit, and Authoritarian Populism* (Chapter 2: pp. 32-64). Cambridge: Cambridge University Press.
doi:10.1017/9781108595841.003

→ Cramer, Katherine. (2016). *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*, Chicago: University of Chicago Press (selected chapters)

→ Oliver, J. E., & Wood, T. J. (2014). Conspiracy theories and the paranoid style (s) of mass opinion. *American Journal of Political Science*, 58(4), 952-966.

→ Ashley Jardina. 2019. "White Consciousness and White Prejudice: Two Compounding Forces in Contemporary American Politics," *The Forum: A Journal of Applied Research in Contemporary Politics* Ed. by Disalvo, Daniel / Stonecash, Jeffrey. Volume 17, Issue 3, Pages 447-466, ISSN (Online) 1540-8884, DOI: <https://doi.org/10.1515/for-2019-0025>.

If you can, please choose one of the below:

→ **Interesting measures/psych correlates:** Elchardus, Mark & Spruyt, Bram. (2016). "Populism, Persistent Republicanism and Declinism: An Empirical Analysis of Populism as Thin Ideology," *Government and Oppositions*, Vol. 51, No. 1: 111-133

→ **Anti-elite:** Merkley, E. (2020). Anti-intellectualism, populism, and motivated resistance to expert consensus. *Public Opinion Quarterly*, 84(1), 24-48. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1093/poq/nfz053>

→ **Conspiracy/Non-Western:** Brendan Nyhan and Thomas Zeitzoff. 2018. Conspiracy non_Western: Conspiracy and Misperception Belief in the Middle East and North Africa *The Journal of Politics* 80(4) <http://dx.doi.org/10.1086/698663>

→ **Conspiracy/review:** Douglas, K. M., Uscinski, J. E., Sutton, R. M., Cichocka, A., Nefes, T., Ang, C. S., & Deravi, F. (2019). Understanding conspiracy theories. *Political Psychology*, 40, 3-35.

→ **Focus on measuring populist parties:** Meijers, M. J., & Zaslove, A. (2021). Measuring populism in political parties: appraisal of a new approach. *Comparative Political Studies*, 54(2), 372-407. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1177/0010414020938081>

Additional Resources Highly Recommended

→ Lasco, G. (2020). Medical populism and the COVID-19 pandemic. *Global Public Health*, 15(10), 1417-1429. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1080/17441692.2020.1807581>

→ Meléndez, C., & Rovira Kaltwasser, C. (2019). Political identities: The missing link in the study of populism. *Party Politics*, 25(4), 520-533. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1177/1354068817741287>

→ Berman, Sheri. 2019. "Populism is a Symptom Rather than a Cause: Democratic Disconnect, the Decline of the Center-Left, and the Rise of Populism in Western Europe." *Polity* 51:4, 654-667. <https://www.journals.uchicago.edu/doi/abs/10.1086/705378>

→ 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. doi:10.1017/S1755773917000145

-->NW: Bonikowski, B., Halikiopoulou, D., Kaufmann, E., and Rooduijn, M. (2019) Populism and nationalism in a comparative perspective: a scholarly exchange. *Nations and Nationalism*, 25: 58– 81. <https://doi.org/10.1111/nana.12480>

<https://onlinelibrary.wiley.com/doi/full/10.1111/nana.12480>

-->J. Sides et al. 2019. Hunting where the ducks are <https://www.tandfonline-com.proxy3.library.mcgill.ca/doi/full/10.1080/17457289.2018.1441849>

-->Elchardus, Mark & Spruyt, Bram. (2016). "Populism, Persistent Republicanism and Declinism: An Empirical Analysis of Populism as Thin Ideology," *Government and Oppositions*, Vol. 51, No. 1: 111-133

→ Brubaker, R. (2020). Populism and nationalism. *Nations and Nationalism*, 26(1), 44-66.

DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1111/nana.12522>

-->Diana Mutz. 2018. Status threat, not economic hardship, explains the 2016 presidential vote. *PNAS*

-->Elisabeth Gidengil and Dietlind Stolle. 2020. "Sex, Gender Identity and Support for Trump." *JOP*

-->Michael Minkenberg. 2017. Between Party and Movement --conceptual and empirical considerations of the radical right's organizational boundaries and mobilization processes, in *European Societies*,

-->Thomas Rudolph. Populist Anger, Trump and Election. <https://www.tandfonline.com/doi/full/10.1080/17457289.2019.1582532>

-->Cas Mudde and Cristóbal Rovira Kaltwasser. 2017. What is populism? In *Populism: A Very Short Introduction*. Oxford University Press, pp 1-12

-->Sheri Berman. 2018. <https://www.socialeurope.eu/politics-pessimism-and-populism>

-->Cas Mudde. 2018. Why good populism.... <https://www.theguardian.com/world/commentisfree/2019/jan/03/good-populism-wrong-strategy-fight-bad-populism>

-->Gidron, Noam and Peter Hall. 2017. "The politics of social status: economic and cultural roots of the populist right," *The British Journal of Sociology* 68 (S1)

- >Lucian Gideon Conway III et al. 2017. "Finding the Loch Ness Monster: Left-Wing Authoritarianism in the United States," *Political Psychology* 38(6).
- >https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/15/white-racial-resentment-has-been-gaining-political-power-for-decades/?utm_term=.baf5f148d465
- >Kazin, Michael, (2016). "Trump and American Populism: Old Whine, New Bottles," *Foreign Affairs*, 95:17
- > <https://hiddentribes.us/>
- >https://www.ledevoir.com/opinion/libre-opinion/544986/vers-un-populisme-de-gauche-au-quebec?fbclid=IwAR3ORJv6sdmJEfeZqbNnJUB-ii7rEjUmlFqkmLDKlYzgxp_9RmdBdjPo
- ><https://www.theguardian.com/world/commentisfree/2019/jan/03/good-populism-wrong-strategy-fight-bad-populism>
- >https://ec.europa.eu/info/sites/info/files/20170424-164710_us_populism_final_no_notes_-_042417.pptx_.pdf
- >https://www.huffingtonpost.ca/entry/brazil-jair-bolsonaro-democracy-threat_us_5c2a30c5e4b08aaf7a929cbb?ec_carp=776384906780885418
- > Cas Mudde. 2106. Europe's Populist Surge. *Foreign Affairs*.
- >https://www.washingtonpost.com/news/wonk/wp/2016/12/02/this-extremely-scary-chart-about-the-future-of-democracy-is-pretty-misleading/?tid=a_inl&utm_term=.f8ea68d7f572
- >https://www.washingtonpost.com/news/monkey-cage/wp/2016/12/05/that-viral-graph-about-millennials-declining-support-for-democracy-its-very-misleading/?utm_term=.b3d00390ccc4
- >Inglehart, Ronald. 2017 Rebuttal "Should we be worried?" *Journal of Democracy*.
<http://muse.jhu.edu.proxy3.library.mcgill.ca/article/623603/pdf>
- >Berman, S. (2017). "The Pipe Dream of Undemocratic Liberalism." *Journal of Democracy*;28(3), pp. 29-38.
https://www.journalofdemocracy.org/sites/default/files/04_28.3_Berman%20%28web%29.pdf
- >Taub, Amanda, 2016, "The rise of American authoritarianism," *Vox*; <http://www.vox.com/2016/3/1/11127424/trump-authoritarianism>
- >Election Review: <https://www.dropbox.com/s/ijkb0759dumf5ah/nov16-election-slides.pdf?dl=0>
- ><http://andrewgelman.com/2016/12/08/19-things-learned-2016-election/>
- > <https://populism.byu.edu/Pages/Home.aspx>
- >PEW Research on 2016: <http://www.pewresearch.org/fact-tank/2016/12/21/16-striking-findings-from-2016/>
- >PRRI Research: <http://www.ppri.org/spotlight/2016-prri-findings-will-shape-politics-2017/>
- >APSA 2016 Roundtable on Populism: <http://www.politicalscienecnow.com/breaking-news-rage-against-the-machine-populist-politics-in-the-u-s-europe-and-latin-america/>
- >Hochschild, Arlie Russell, (December 12, 2016), "The Left are Now Strangers in Their Own Land," *New Republic*
<https://newrepublic.com/article/138910/left-now-strangers-land>
- > Spryut, Bram; Keppens, Gil & Van Droogenbroeck, Filip. (2016) "Who Supports Populism and What Attracts People to it?" *Political Research Quarterly*, Vol. 69(2): 335-346
- >M Rooduijn, SL De Lange, W Van Der Brug. 2014. "A populist Zeitgeist? Programmatic contagion by populist parties in Western Europe." *Party Politics* 20/4: 563-575
- ><http://www.nytimes.com/2017/01/03/magazine/how-elites-became-one-of-the-nastiest-epithets-in-american-politics.html?smid=fb-nytimes&smtyp=cur>

Potential Paper or Discussion Topics:

- 1) How is populism defined across the readings?
- 2) What are the sources of populism at the individual and societal levels?
- 3) Why do we see the rise of populism, Trumpism and anti-establishment rhetoric and support now? What are the similarities and differences between Trumpism, Brexit, and Radical Right Support?
- 4) How do different methods of data collection and analysis uncover different findings?
- 5) Which kind of scientific evidence do we still need to successfully explore the phenomenon of Trumpism and Trump's victory or similar phenomena elsewhere?
- 6) Given the factors on the rise of populism, Trumpism and Brexit, what can we expect for the next few decades in Western democracies?
- 7) Could democrats (or other non-populist forces in the West) have won recent elections if they had read more research?

Week 10--March 16: Democratic Deconsolidation

→ Nancy Bermeo. 2018. On democratic backsliding. *Journal of Democracy*

→ Foa and Mounck. 2019. Youth and the populist wave, *Philosophy and Social Criticism*. Volume: 45 issue: 9-10, page(s): 1013-1024, <https://doi-org.proxy3.library.mcgill.ca/10.1177/0191453719872314>

→ Kaufman, Robert R., and Stephan Haggard. 2019. "Democratic Decline in the United States: What Can We Learn from Middle-Income Backsliding?" *Perspectives on Politics* 17 (2). Cambridge University Press: 417–32. doi:10.1017/S1537592718003377. <https://www.cambridge.org/core/journals/perspectives-on-politics/article/democratic-decline-in-the-united-states-what-can-we-learn-from-middleincome-backsliding/1D9804407AAD81287AA0CA620BABDEA6>

→ Wuttke, A., Gavras, K., & Schoen, H. (2020). Have Europeans grown tired of democracy? New evidence from eighteen consolidated democracies, 1981–2018. *British Journal of Political Science*, 1-13. HTML: <https://www-cambridge-org.proxy3.library.mcgill.ca/core/journals/british-journal-of-political-science/article/have-europeans-grown-tired-of-democracy-new-evidence-from-eighteen-consolidated-democracies-19812018/27BFAF99039CD7B495EFED4042BB93DF>

→ Dietlind Stolle, Elisabeth Gidengil and Olivier Bergeron-Boutin. Does COVID Trump Democratic Norms? Evidence from three studies. See paper on MyCourses. (Unpublished manuscript currently under revision).

Extra readings for special interests

-- Foa and Mounck. 2019. Democratic Deconsolidation in Developed Democracies 1995-2018. <https://ces.fas.harvard.edu/uploads/art/Working-Paper-PDF-Democratic-Deconsolidation-in-Developed-Democracies-1995-2018.pdf>

--Developing: Ali Riaz. 2021. The pathway of democratic backsliding in Bangladesh. *Democratization* (28):1.

--Developing: [Anna M. Meyerrose, 2020](#). "The Unintended Consequences of Democracy Promotion: International Organizations and Democratic Backsliding," *Comparative Political Studies*

--Developing: [Jasmin Lorch](#). 2020. "Elite capture, civil society and democratic backsliding in Bangladesh, Thailand and the Philippines," *Democratization*. <https://www.tandfonline.com/doi/full/10.1080/13510347.2020.1842360>

--Reference points and Democratic Backsliding: <https://www.carloalberto.org/wp-content/uploads/2020/06/no.602.pdf>

--Populist Governments and Backsliding: https://www.researchgate.net/profile/Kerim-Kavakli/publication/344608507_Populist_Governments_and_Democratic_Backsliding_during_the_COVID-19_Pandemic/links/5f84223a299bf1b53e20d4b7/Populist-Governments-and-Democratic-Backsliding-during-the-COVID-19-Pandemic.pdf

Recommended readings

→ Policy Brief: Collin, K. (2019). Populist and authoritarian referendums: The role of direct democracy in democratic deconsolidation. Brookings Institution Policy Brief.

HTML: https://www.brookings.edu/wp-content/uploads/2019/02/FP_20190226_direct_democracy_collin.pdf

→ Corbett, J. (2020). The Deconsolidation of Democracy: Is It New and What Can Be Done About It? *Political Studies Review*, 18(2), 178-188. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1177/1478929919864785>

→ Berman, Sheri, and Maria Snegovaya. 2019. "Populism and the Decline of Social Democracy." *Journal of Democracy* 30 (3): 5–19.

→ Zilinsky, J. (2019). Democratic deconsolidation revisited: Young Europeans are not dissatisfied with democracy. *Research & Politics*, 6(1), 2053168018814332. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1177/2053168018814332>

--> Grzymala-Busse, A. (2017). "Global Populisms and Their Impact." *Slavic Review*; 76(1): pp. 3-8.

→ Guasti, P. (2020). Populism in power and democracy: Democratic decay and resilience in the Czech Republic (2013–2020). *Politics and Governance*, 8(4), 473-484. DOI: <http://dx.doi.org/10.17645/pag.v8i4.3420>

--> Lennart Brunkert, Stefan Kruse & Christian Welzel (2019) A tale of culture-bound regime evolution: the centennial democratic trend and its recent reversal, *Democratization*, 26:3, 422-443, DOI: 10.1080/13510347.2018.1542430

--> Foa and Mounck. 2017. "Democratic Deconsolidation," *Journal of Democracy*

--> Tansel, Cemal Burak. 2018. "Authoritarian Neoliberalism and Democratic Backsliding in Turkey: Beyond the Narratives of Progress," *South European Society and Politics* 23 (2): 197-217

--> James Miller. 2018. Could populism actually be good for democracy? *The Guardian*

--> Amy Alexander and Christian Welzel. The Myth of Deconsolidation: Rising Liberalism and the Populist Reaction. Working Paper

--> Robert C. Lieberman, Suzanne Mettler, Thomas B. Pepinsky, Kenneth M. Roberts, and Richard Valelly. 2018. The Trump Presidency and American Democracy: A Historical and Comparative Analysis. *Perspectives on Politics*.

--> shorturl.at/cdu29

--> Blühdorn, Ingo. F Butzlaff . 2018. "Rethinking Populism: Peak democracy, liquid identity and the performance of sovereignty," *European Journal of Social Theory*

--> Yasha Mounk and Jordan Kyle. 2019. "What Populists do to Democracies," *The Atlantic*

--> William Galston. 2018. The Populist Challenge to Liberal Democracy. *Journal of Democracy*

--> <https://www.theatlantic.com/ideas/archive/2018/12/hard-data-populism-bolsonaro-trump/578878/?fbclid=IwAR0kUcmNxVuQajl8rg3ObrVz9eFVBVcuDZMaAtTN3oaJ60EtAvW98OALTn8>

Questions we will discuss this week:

1. Is populism a threat to democracy or does populism allow democracy to flourish?
2. Is US democracy under threat? What about some of the other examples discussed in the readings?
3. How should we determine whether there is democratic deconsolidation and democratic backsliding? What are the institutional and attitudinal dimensions of this process? Does the US meet any of these criteria, if not why not, if so, why and how? What about Canada or some European examples, such as Hungary, Poland, Russia?
4. What are the arguments that speak against democratic deconsolidation in Western democracies and which do you find more convincing (given empirical evidence)?
5. Which research should be done to get better insights into democratic deconsolidation, and how would you design this research? Choose your country of interest, for example.
6. What can be done (policy-wise) to stop the process of democratic backsliding, if anything?

Week 11--March 23: The Role of Family, Life Events and Using Natural Experiments

→ Eitan D. Hersh. 2014. "Long-term effect of September 11 on the political behavior of victims' families and neighbors," *PNAS*, 110 (52): pp. 20959–20963. <http://www.pnas.org/content/110/52/20959.full.pdf>

→ Healy, A. & Malhotra, N. (2013). "Childhood Socialization and Political Attitudes: Evidence from a Natural Experiment", *Journal of Politics*, 75(4), pp. 1023---1037.

<https://www.journals.uchicago.edu/doi/pdf/10.1017/S0022381613000996>

→ Eriksson, R.S. & Stoker, L. (2011). "Caught in The Draft: The Effects of Vietnam Draft Lottery Status on Political Attitudes", *American Political Science Review*, 105(2), pp. 221---237
<https://www.jstor.org/stable/pdf/41495063.pdf?refreqid=excelsior%3Aa15b06fadfbdd815924ef90a2ff4f73a>

→ Glynn, A.N. and Sen, M. (2015). "Identifying Judicial Empathy: Does Having Daughters Cause Judges to Rule for Women's Issues?" *American Journal of Political Science*, 59: 37-54. doi:10.1111/ajps.12118
<https://onlinelibrary.wiley.com/doi/abs/10.1111/ajps.12118>

→ (NR) Dunning, Thad. (2008). "Improving Causal Inference: Strengths and Limitations of Natural Experiments," *Political Research Quarterly*, Vol. 61, issue 2: 282-293
<https://journals.sagepub.com/doi/pdf/10.1177/1065912907306470>

Strong recommendation:

Fowler, Baker and Dawes. 2008. Genetic Variation in Political Participation," in *American Political Science Review*. <http://dx.doi.org/10.1017/S0003055408080209> (do not focus on the technical details if you feel lost)

Additional Resources on Natural Experiments

→ Sekhon, Jasjeet S. & Titiunik, Rocio. (2012). "When Natural Experiments are Neither Natural nor Experiments," *American Political Science Review*, Vol 106, issue 1: 35-57

→ Eriksson, R.S. & Stoker, L. (2011). "Caught in The Draft: The Effects of Vietnam Draft Lottery Status on Political Attitudes", *American Political Science Review*, 105(2), pp. 221---237 <http://www.pnas.org/content/110/52/20959.full.pdf>

Additional Resources on Family and Life Events

--Hedwig Lee, Lauren C. Porter and Megan Comfort. 2014. "Consequences of Family Member Incarceration *Impacts on Civic Participation and Perceptions of the Legitimacy and Fairness of Government*," *The ANNALS of the American Academy of Political and Social Science*, 651 no. 1: pp. 44-73

-- Elias Dinas. 2014. "Why Does the Apple Fall Far from the Tree? How Early Political Socialization Prompts Parent-Child Dissimilarity," *British Journal of Political Science*, 44 (4), pp 827-852

--Sears & Valentino (1999): "Politics Matters: Political Events as Catalysts for Pre-adult Socialization", *American Political Science Review*, 91(1), 45---65.

More on biology and politics

→ Stuart Soroka, Patrick Fournier, and Lilach Nir. Cross-national evidence of a negativity bias in psychophysiological reactions to news , *PNAS*116(38)18888 <https://doi.org/10.1073/pnas.1908369116>

Potential Video or Discussion Topics:

- 1) How does socialization work and when/under which conditions is it most successful?
- 2) How do life events affect political outcomes and why? What are important causal mechanisms?
- 3) How should we best study the effect of life events? Develop some new research designs not discussed here?
- 4) What are natural experiments and how can we distinguish them from other types of experiments? What are their advantages and pitfalls?
- 5) Can you think about some other types of natural experiments in your area or your favorite theme of study? What is key here?
- 6) Which role does biology play for political attitudes and can we successfully separate these effects from socialization or not?

Week 12--March 30: The Role of Political and Social Institutions

--> Peter Nannestad, Gert Tinggaard Svendsen, Peter Thisted Dinesen & Kim Mannemar Sønderskov. 2013. "Do Institutions or Culture Determine the Level of Social Trust? The Natural Experiment of Migration from Non-western to Western Countries," *Journal of Ethnic and Migration Studies*, 40, 4, 544-565

-->Vesla Weaver and Amy Lerman. 2010. "Political Consequences of the Carceral State," *American Political Science Review* Vol. 104, No. 4, pp. 817 - 833

-->Benjamin C. Sack (2017) "Regime change and the convergence of democratic value orientations through socialization. Evidence from reunited Germany," *Democratization*, 24:3, 444-462, DOI: 10.1080/13510347.2016.1220940
<https://www.tandfonline.com/doi/abs/10.1080/13510347.2016.1220940>

→ Turner, T., Ryan, L., & O'Sullivan, M. (2020). Does union membership matter? Political participation, attachment to democracy and generational change. *European Journal of Industrial Relations*, 26(3), 279-295. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1177/0959680119844926>

Choose one of the three below for your review of your fifth article (by interest)

→Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic," *World Politics* 49.3: pp. 401-429 <http://www.jstor.org/stable/25054008>

-->Bo Rothstein and Dietlind Stolle. "Political institutions and generalized trust," in D. Castiglione, J.W. Van Deth & G. Wolleb (eds.) *The Handbook of Social Capital*. Oxford: Oxford University Press, pp. 273-302.

→ Howard, Marc. 2002. "The Weakness of Post-Communist Civil Society," *Journal of Democracy* (Vol. 13, 1), pp.157-169 http://muse.jhu.edu/journals/journal_of_democracy/v013/13.1howard.html

Additional Resources

→Developing: [A focus group assessment of political attitudes in Zambia](#)

M Bratton, B Liatto-Katundu - *African Affairs*, 1994 - JSTOR

Sign in

→--> Mettler, Suzanne. "Making What Government Does Apparent to Citizens: Policy Feedback Effects, Their Limitations, and How They Might Be Facilitated." *The ANNALS of the American Academy of Political and Social Science* 685, no. 1 (September 2019): 30–46. doi:10.1177/0002716219860108.

→Pampel, F., Andrighetto, G., & Steinmo, S. (2019). How institutions and attitudes shape tax compliance: a cross-national experiment and survey. *Social Forces*, 97(3), 1337-1364. DOI: <https://doi-org.proxy3.library.mcgill.ca/10.1093/sf/soy083>

→ Kaariainen, J., and H Lehtonen. 2006. "The variety of social capital in welfare state regimes. A comparative study of 21 countries." *European Societies* 8 (1): 27-57. <http://dx.doi.org/10.1080/14616690500491399>

--> Kateřina Vrábliková. 2014. "How Context Matters? Mobilization, Political Opportunity Structures, and Nonelectoral Political Participation in Old and New Democracies," *Comparative Political Studies* v47 n2: 203-229

--> Christian R. Grose. 2014. "Field Experimental Work on Political Institutions," *Annual Review of Political Science* Vol. 17: 355-370 <http://www.annualreviews.org.proxy3.library.mcgill.ca/doi/pdf/10.1146/annurev-polisci-072012-174350>

--> Andrea Campbell. 2002. "Self-Interest, Social Security, and the Distinctive Participation Patterns of Senior Citizens," *American Political Science Review*, pp. 565 ff.

- > Suzanne Mettler. 2002. "Bringing the State Back In to Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans," *American Political Science Review*, pp 351-365
- > Kim Mannemar Sønderskov and Peter Thisted Dinesen. 2014. Danish Exceptionalism: Explaining the Unique Increase in Social Trust Over the Past 30 Years, *European Sociological Review*.
- > Kaariainen, J., and H Lehtonen. 2006. "The variety of social capital in welfare state regimes. A comparative study of 21 countries." *European Societies* 8 (1): 27-57. <http://dx.doi.org/10.1080/14616690500491399>
- > Traunmüller R./Freitag, M. 2011: State Support of Religion: Making or breaking Faith-Based Social Capital, in: *Comparative Politics*, 43: 253-269 <http://www.ingentaconnect.com/content/cuny/cp/2011/00000043/00000003/art00002>
- > Bo Rothstein and Dietlind Stolle, 2008, "The State and Social Capital: An Institutional Theory of Generalized Trust" *Comparative Politics* 40 (4): pp. 441-459.
- > Application to Montreal: <http://www.cbc.ca/news/canada/montreal/quebec-government-wants-to-ban-camouflage-pants-for-police-1.3246957>
- > <http://www.vox.com/the-big-idea/2017/1/3/14154300/fascist-populist-trump-democracy>
- > Dr Tim Reddel, Dr Geoff Woolcock. 2004. „From consultation to participatory governance? A critical review of citizen engagement strategies in Queensland," *Australian Journal of Public Administration*.
- > Dennis Lindner. 2012. "From e-government to we-government: Defining a typology for citizen coproduction in the age of social media," *Government Information Quarterly* 29(4)

Potential Video or Discussion Topics:

- 1) Contrast the society-centered and the top-down approach to social capital and political participation. Can the two be reconciled? If not, for which argument is there more convincing evidence? Why?
- 2) Can political institutions only have a beneficial or also detrimental effect on social capital and participation?
- 3) Which institutional characteristics seem most beneficial to social capital and political engagement?
- 4) Which research design should be employed to disentangle the endogeneity in these models?
- 5) Can we use experiments to study the role of political institutions? How? (see additional resources here by Grose)
- 6) Can or should governments intentionally produce social capital? Can governments intentionally foster political engagement? Should they try? If so, how?
- 7) What is the role of the welfare state for social capital and political participation? What is policy feedback?

Week 13--April 6: Diversity and Immigration: The Solution or the Problem?

--> Robert D. Putnam, 2007. "E Pluribus Unum: Diversity and Community in the 21st Century: The 2006 Johan Skytte Prize Lecture" *Scandinavian Political Studies* 137-174. <http://dx.doi.org/10.1111/j.1467-9477.2007.00176.x>

--> Enos, Ryan. 2014. Causal effect of intergroup contact on exclusionary attitudes, *PNAS* 111 (10) 3699–3704.

-- LENE AARØE University of Aarhus MICHAEL BANG PETERSEN University, "The Behavioral Immune System Shapes Political Intuitions: Why and How Individual Differences in Disgust Sensitivity Underlie Opposition to Immigration," *American Political Science Review*, Volume 111, Issue 2, May 2017, pp. 277 - 294
DOI: <https://doi.org/10.1017/S0003055416000770>

--> Salma Mousa. 2020. Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq, <https://science.sciencemag.org/content/sci/369/6505/866.full.pdf>, *Science*. 69, 866–870 (2020) This research is also featured here: <https://www.thirteen.org/programs/nova/the-violence-paradox-gl0tal/>

→ Daniel Hopkins. 2015. "The Upside of Accents: Language, Inter-group Difference, and Attitudes toward Immigration," *British Journal of Political Science*, Vol. 45, No. 3, pp. 531-557

→ Tyler T. Reny & Matt A. Barreto. 2020. Xenophobia in the time of pandemic: othering, anti-Asian attitudes, and COVID-19, *Politics, Groups and Identities*.
<https://www.tandfonline.com/doi/full/10.1080/21565503.2020.1769693>

Recommended

→ Daniel M Butler, David E Broockman. 2011. „[Do politicians racially discriminate against constituents? A field experiment on state legislators](https://onlinelibrary.wiley.com/doi/full/10.1111/j.1540-5907.2011.00515.x),“ *American Journal of Political Science*, <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1540-5907.2011.00515.x>

→ Christopher K. Marshburn, Abigail M. Folberg, Chelsea Crittle, Keith B. Maddox. 2021. “Racial bias confrontation in the United States: What (if anything) has changed in the COVID-19 era, and where do we go from here?” *Group Processes and Intergroup Relations*. <https://doi.org/10.1177/1368430220981417>

→ Simeng Wang, Xiabing Chen, Yong Li, Chloé Luu, Ran Yan & Francesco Madrisotti. 2021. I'm more afraid of racism than of the virus!': racism awareness and resistance among Chinese migrants and their descendants in France during the Covid-19, *European Societies*: pages S721-S742 | [tandfonline.com/doi/full/10.1080/14616696.2020.1836384](https://www.tandfonline.com/doi/full/10.1080/14616696.2020.1836384)

→ Elias Dinas† Vasiliki Fouka‡ Alain Schlapfer. 2019. Family History and Attitudes Toward Outgroups: Evidence from the European Refugee Crisis,” *Journal of Politics*. <https://www.journals.uchicago.edu/doi/pdf/10.1086/710016>

→ Mikkel Haderup Larsen & Merlin Schaeffer. 2020. “Healthcare chauvinism during the COVID-19 pandemic,” <https://www.tandfonline.com/doi/full/10.1080/1369183X.2020.1860742>

→ Eugenia Siapera. 2019. Refugee solidarity in Europe: Shifting the discourse, *European Journal of Cultural Studies*, <https://journals.sagepub.com/doi/full/10.1177/1367549418823068>

→ Georgy Egorov, Ruben Enikolopov, Alexey Makarin, Maria Petrova. Journal of Public Economics Divided we stay home: Social distancing and ethnic diversity. *Journal of Public Economics*. 2020.
<https://www.sciencedirect.com/science/article/pii/S0047272720301924>

→ Kassra A.R. Oskooij. 2018. “Perceived Discrimination and Political Behavior,” *BJPS*,
<https://www.cambridge.org/core/journals/british-journal-of-political-science/article/abs/perceived-discrimination-and-political-behavior/51F4045DB0690260ECA2A8F6DC6B51D7>

→ Efrén O. Pérez. “Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics,” *AJPS*,
<https://onlinelibrary.wiley.com/doi/full/10.1111/ajps.12131>

→ Ferran I Martínez Coma^a, Alessandro Nai^b, 2017. Ethnic diversity decreases turnout. Comparative evidence from over 650 elections around the world,” *Electoral Studies*. Volume 49, October 2017, Pages 75-95

--> Simonovits G, Kezdi G. . 2018. Seeing the World Through the Other's Eye: An Online Intervention Reducing Ethnic Prejudice, *APSR*, v112 n1: 186-193, shorturl.at/giBDM

--> HANGARTNER, D., DINAS, E., MARBACH, M., MATAKOS, K., & XEFTERIS, D. (2019). Does Exposure to the Refugee Crisis Make Natives More Hostile? *American Political Science Review*, 113(2), 442-455.

→ Dinesen, Peter Thisted; Sønderskov, Kim. 2015. “Ethnic Diversity and Social Trust: Evidence from the Micro-Context,” *American Sociological Review*

→ Peter Thisted Dinesen, Merlin Schaeffer, and Kim Mannemar Sønderskov. 2020. Ethnic Diversity and Social Trust: A Narrative and Meta-Analytical Review. *Annual Reviews*. <https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-052918-020708>

→ Developing: Amanda Lea Robinson. 2017. “Ethnic Diversity, Segregation and Ethnocentric Trust in Africa,” *BJPS*.
<https://www.cambridge.org/core/journals/british-journal-of-political-science/article/ethnic-diversity-segregation-and-ethnocentric-trust-in-africa/6F441B178BFF3EDB85297E0108E0B360>

Additional Resources.

--> DANIEL J. HOPKINS. 2010. Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition, *American Political Science Review* 104 (1), pp. 40-60.

--> https://www.washingtonpost.com/news/wonk/wp/2017/01/06/if-someone-doesnt-like-immigrants-ask-them-this-question/?tid=sm_fb&utm_term=.a0c61aff347d

--> Christ et al, 2014. Contextual effect of positive intergroup contact on outgroup prejudice, *PNAS* 111(11), 3996–400

--> Tom van der Meer and Jochem Tolma. 2014. “Ethnic Diversity and Its Effects on Social Cohesion,” *Annual Review of Sociology*, Vol. 40: 459-478

--> Ruud Koopmans, Bram Lancee, Merlin Schaeffer. 2014. *Social Cohesion and Immigration in Europe and North America: Mechanisms, Conditions, and Causality*, Routledge

- >Schaeffer, Merlin. 2013. "The Fragility of Social Cohesion in Ethnically Diverse Societies," in *Ethnic Diversity and Social Cohesion: Immigration, Ethnic Fractionalization and Potentials for Civic Action*, Ashgate
- >Savelkoul, M., Gesthuizen, M. and Scheepers, P. (2011) "Explaining relationships between ethnic diversity and informal social capital across European countries and regions: Tests of constrict, conflict and contact theory" *Social Science Research* 40, no. 4, pp. 1091-1107. <http://www.sciencedirect.com/science/article/pii/S0049089X11000378>
- >Ruud Koopmans. 2010. "Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross-National Perspective," *Journal of Ethnic and Migration Studies* 36: 1, 1– 26
<http://dx.doi.org/10.1080/13691830903250881>
- > Ruud Koopmans and Susanne Veit. 2014. "Ethnic diversity, trust, and the mediating role of positive and negative interethnic contact: A priming experiment," *Social Science Research Volume 47*, Pages 91–107
- >Dimitris Mavridis. 2015. Ethnic Diversity and Social Capital in Indonesia, *World Development* 67, pp. 376–395
- > Patrick Sturgis, Ian Brunton-Smith, Jouni Kuha & Jonathan Jackson. 2014. "Ethnic diversity, segregation and the social cohesion of neighbourhoods in London," *Ethnic and Racial Studies*, 37, 8.
- > ADE KEARNS, NICK BAILEY, MARIA GANNON, MARK LIVINGSTON and ALASTAIR LEYLAND. 2014. "All in it Together? Social Cohesion in a Divided Society: Attitudes to Income," *Journal of Social Policy* 43 (03), pp 453-477
- > Stuart N. Soroka, Richard Johnston, and Keith Banting. 2007. "Ethnicity, Trust, and the Welfare State," in *Social Capital, Diversity, and the Welfare State* by Fiona Kay and Richard Johnston. UBC Press. <http://site.ebrary.com/lib/mcgill/Doc?id=10203144>
- >Uslaner, E. M. "Trust, Diversity, and Segregation in the United States and the United Kingdom" *Comparative Sociology* 10, no. 2, pp. 221-247. <http://www.ingentaconnect.com/content/brill/comps/2011/00000010/00000002/art00004>
- > Dietlind Stolle and Allison Harell. 2012. Learning to trust in an Immigrant Society," *Political Studies*.
- >Will Kymlicka. 2010. "Testing the Liberal Multiculturalist Hypothesis: Normative Theories and Social Science Evidence," *CJPS Special Issue on Diversity and Social Cohesion*.
<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=7787136>
- >Portes, A. and E. Vickstrom (2011) "Diversity, Social Capital, and Cohesion" *Annual review of Sociology* 37, pp. 461-479.
<http://www.annualreviews.org/doi/abs/10.1146/annurev-soc-081309-150022>
- >Lancee, B. (2010) "The Economic Returns of Immigrants' Bonding and Bridging Social Capital: The Case of the Netherlands" *International Migration Review* 44, pp. 202–226. <http://onlinelibrary.wiley.com/doi/10.1111/j.1747-7379.2009.00803.x/full>
- >Alejandro Portes. 2014. "Downsides of social capital," *PNAS*, vol. 111 no. 52, Commentary,
- > Vera Mironova and Sam Whitt. 2014. "Ethnicity and Altruism After Violence: The Contact Hypothesis in Kosovo," *Journal of Experimental Political Science* 1(2): pp 170-180.

Potential Video or Discussion topics:

- 1) How do immigration and ethnic diversity affect social capital, collective action and patterns of engagement? What is the causal mechanism?
- 2) Are there any conditions that might modify or moderate this relationship?
- 3) When does the effect of diversity seem most negative and why? And does it seem most positive?
- 4) Which policies seem likely to solve the alleged negative consequences of diversity, and which policies might not contribute here?
- 5) What does the research imply for the future of social cohesion in multi-cultural societies?
- 6) How can we best study the phenomenon of diversity and the consequences of increasing immigration and asylum rates? What has the literature avoided so far, or where should research invest more?

Week 14--April 13: NO class, work on paper

Week 15--April 20: Substitute for Mini conference. Paper presentations and feedback.