

Political Participation in Comparative Perspective

Prof. Dietlind Stolle

Office: 3610 McTavish, Room 24-3

Telephone: 398 4811

Fax: 398 1770

Web Site: <http://www.arts.mcgill.ca/programs/polisci/faculty/dstolle/dshome>

Course Hours: Tue/Thu 10.05-11.25am in Arts 145

Office Hours: Tue/Thu 2-3.30pm or by appointment, contact [please use webCT mail](#)

TA info Joe Heywood

Synopsis of the course content: In this course we explore how citizens engage in politics. We examine theories and examples of current forms of political participation and mobilization, including voting, protests, political consumerism, culture jamming, life-style politics and internet activism. We will try to answer a variety of questions, e.g. what is political participation and why is it important? How can we measure and observe it? How and why do citizens get engaged in politics? How can we distinguish different forms and modes of political participation? How has the engagement of citizens changed over the last decades and why? How does this transformation affect political outcomes? Finally, who is engaged in political participation? This course will explore this blossoming research agenda with a focus on the advanced industrialized democracies. Students will also learn how to think about and evaluate social science research more generally, and they will be encouraged to develop their own research approaches. In addition, students will be able to discuss, propose and examine public policy that might facilitate or hinder the development of civic engagement and participation.

Requirements:

Lectures: Your attendance of lectures is *required*. Even though some lecture key-points are available online, specific materials presented in the lectures will not be posted and cannot be accessed in any other way. Should you have to miss a number of lectures for reasons of illness or other type of emergency, you must notify the Teaching Assistant or Professor.

Readings: You are expected to do the readings for the course on time, which means *before* the lectures and conferences, and there are several incentives to do so. First, lectures will be easier to follow if you have completed the readings. Second, the amount of reading is reasonable, but not negligible, so that it will not be easy to catch up if you fall behind. Third, we will discuss readings in the lectures, ask clicker questions about the readings (see below) and regularly discuss readings in the conferences; and your participation grade in conferences and for clicker usage will influence your final grade for this course. Finally, on the midterms and final exams, questions will include issues in the reading materials. As a rule of thumb, you should plan to spend about three hours on each of the lecture preparations (which includes 2 hours of reading, depending on how fast you read) and an hour going over your notes from the readings and preparing for class each time after you have completed the readings. The course readings are listed below for each lecture day.

There are two types of readings. I have included academic materials as well as relevant newspaper articles that illustrate various modes of contemporary political participation. The newspaper articles

give you current examples of political participation around the globe and commentary about them. They are also opinion pieces and use a very different approach than academic articles. For the assigned academic pieces, I suggest reading them with three main questions in mind, as we will return to them constantly in class: 1) What is the author's argument or theory? It often helps to note down what the author wants to explain and the causes and explanatory factors the author thinks are important. Such information on every article/book will help you to prepare for successful class participation and for better understanding of the literature (as well for the exams and papers). 2) What evidence does the author provide, and how convincing is it? In particular, we will learn in this course to identify the research design of the authors, and we will learn how to examine the design critically. And 3) Think about the public policy implications of the presented work. How can theoretical insights be transferred into useful policy? What are the complications in this process? Which type of research is necessary in order to give the best policy recommendations?

Purchases: Readings for the course are accessible through webCT or the url's provided in this syllabus. Thus there is no course reader or textbook for this course as such. However, you must purchase a **clicker** for this course. New and used clickers are available at the McGill Bookstore, 3420 McTavish Street. See more below.

Class participation: This is a lecture course, but we will always engage in class discussions as well. It is thus important that you are prepared and actively participate early on in the course. Volunteered and thoughtful contributions to class discussion can only help, not hurt your grade. Participation is enhanced through clicker usage and conference participation.

Clickers: Clickers will be required in this course and they will be used in **every lecture**. Clickers actively enhance student participation during lecture time. Clickers enable us to ask questions in class and to receive immediate feedback based on the answers. The clicker system will engage you in every lecture and you will be able to follow your own learning experience in the course via webCT reports on clicker usage in class. You should purchase your clicker immediately with all the course materials, register your clicker on webCT on our course page and bring it to **every class**. We will start using clickers in the first substantive lecture after the introduction on January 4. A small percentage of your grade is based on clicker usage. I will talk in class about how this part of the grade is calculated.

Rules for clicker usage:

- Purchase only **one** clicker for **all** your courses. Only one type of clicker is authorized for use on campus.
- New and used clickers are available at the McGill Bookstore, 3420 McTavish Street
- One clicker cannot be shared between multiple students (see Student Code of Conduct, <http://www.mcgill.ca/secretariat/policies/informationtechnology/>).
- Register your clicker to your McGill ID by going to **any** course in *myCourses* (WebCT Vista), click on the link "Register your clicker," and follow the instructions on screen. You will only need to register your clicker in one course and it will be registered in all your courses.
- Lost clickers must be replaced at your own expense and re-registered in all your classes using the link in *myCourses* (WebCT Vista) 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>

Research Paper:

Students are required to write a research paper alone or as a group-project. For the group version, you will get together in groups of two to four students in order to complete this task. The purpose of the research paper is to enable students to apply the approaches we learned during the class to some theoretical or practical problem of special concern to them. Paper topics will be posted on webCT, and they differ depending on the week in which the paper is due. You will sign up for the paper or group projects during your conferences. Depending on the number of papers, it is likely that they will also be presented during the conferences, and you will receive feedback from your fellow-students and TA. This offers a unique opportunity to you to learn how to work collectively, present your work orally and to engage in a topic of real interest to you. If you decide to work in groups, each group member will receive the same grade. Groups work most smoothly when responsibilities are clearly assigned. Each group member **must** submit a signed statement confirming that s/he participated equally or equivalently in the project and indicating how the tasks were divided within your group, e.g. who did which task. See more info on papers/projects on webCT.

Original Research:

Students are encouraged to undertake original research especially when you work in groups. This might include the collection of your own data, materials, interviews, content coding, or original data analysis, etc. Note that for your own data collection (if it involves 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 or the TA well in advance. The Ethics approval can be obtained by submitting an application to the RGO office, see more info here: <http://www.mcgill.ca/research/researchers/compliance/human/>

Research Paper length: The paper length differs depending on whether you work alone or in groups.

The individual paper must be 15 pages in length, double-spaced, excluding the tables or graphs and bibliography. Group projects are 18 pages for two, 22 pages for three and 25 pages for four group members (double-spaced, excluding tables, graphs and bibliography).

Conferences: Unless announced differently, conferences start in the fourth week of the semester. Each student will sign up for one of the conference groups on Minerva and attend the same group throughout the term. The attendance of conferences is mandatory. The conferences are meant to facilitate the discussions of issues raised in the lecture, readings and current political events; they should not be treated as the week's third lecture, nor merely as a chance to ask the TA to clarify something from the lectures. This is your chance to discuss your views. Conference discussions are guided, structured and designed by the TA, who can assign additional tasks to you to fulfill the conference requirement. Conferences stand and fall with the students' participation and preparation, so you should take these seriously. More than one unexcused absence or "unprepared" will jeopardize your class participation grade. Research workshops will be scheduled

Activities in conferences will include the following:

- discussion of lecture and conference readings, assigned newspaper articles as well as suitable political events
- presentation of group-project and papers in March and April (depends on number of projects)
- debates and other class exercises

WebCT: This course has its own website on webCT, which is updated daily. You are *required* to check our webCT course page regularly (several times per week). On the website, a lot more information is made available to you than we have time to cover in detail in class. The site also contains tools that enhance your learning experience in this class. It's also a good way for you to communicate with me, with the TA and with each other. Here is what you find on our webCT site:

- any class announcements, as necessary;
- this syllabus;
- I will try to post study questions and conference themes
- links to other politics-related internet sites;
- selected lecture notes that are projected onto the screen during class;
- news articles and other information from miscellaneous sources that are relevant to our class;
- possibly surveys or quizzes as additional teaching and research tools;
- email and Q+A and blogs;
- chat room for students of our class
- clicker registration

Bonus Points: You can earn two bonus points for this course by filling in a survey on political participation. More information about the survey will be given in class. The survey will be available mid-January.

Midterm Exam: Everyone takes the Midterm exam during the class period on February 15.

Final Exam: Everyone takes the Final three-hour exam, which is scheduled by the University in the exam period in April.

Grading:

Midterm	25%
Participation in Conferences.....	12%
Clicker Use in Class.....	3%
Research Paper/Essay.....	20%
Final	40%
Bonus.....	2 extra %

Course and University Policies:

Exam Policy: You cannot miss a scheduled exam without a university-approved excuse. In cases of illness, a doctor's note is required that is signed and on the doctor's letterhead, explaining why you are/were too sick to take the exam. In cases of death or severe illness of a family member written proof is required (e.g., obituary). In such cases, it is important that you contact your Teaching Assistant or Professor as soon as possible. This policy will be strongly enforced: missing an exam without an approved excuse will result in zero points for this component of the evaluation. Make-up exams will be scheduled on demand.

Class-Room etiquette: Please turn off any beepers, cell phones, and MP3 or CD players prior to the beginning of lectures and discussion sections.

Special needs: Please let your TA 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 of the course.

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).

Detailed Course Outline

Poli 361: Political Participation in Comparative Perspective—Reading List	
Part I: General Introduction to Participation	
Week 1	
Jan 4: Introduction	No reading
Jan 6: How to study political participation: A methodological overview.	<p>→ “Generation O Gets Its Hopes Up,” <i>NYT</i>, November 7, 2008, http://www.nytimes.com/2008/11/09/fashion/09boomers.html</p> <p>→ “Dal teaches student activism,” <i>Unews.ca</i> http://unews.ca/story/item/Dal-teaches-students-activism/</p> <p>→ Jarol B. Manheim, Richard C. Rich, and Lars Willnat (2002), <i>Empirical Political Analysis: Research Methods in Political Science</i>, 5th ed (New York, NY: Longman). Chapters 1 and 2) (posted on webCT).</p>
Week 2	
Jan 11: Introduction. What is participation? How do we study it?	<p>→ “Let's hear it for Bono-fied activism,” <i>Macleans</i>, October 29, 2007, http://www.macleans.ca/canada/opinions/article.jsp?content=20071029_110306_110306</p> <p>→ Barry Axford (2002), “Political Participation,” in <i>Politics: an Introduction</i>, 2nd ed., edited by Barry Axford et al (London: Routledge). “Introduction: What is Political Participation,” and “Who Participates?” (pages 120-129, webCT)</p> <p>→ Verba, Schlozman and Brady. Chapter 2 in <i>Voice and Equality: Civic Voluntarism in American Politics</i>, webCT.</p>
Jan 13: Why Act? Participation as a(n) (ir)rational act	<p>→ Gelman, Andrew; Silver, Nate; Edlin, Aaron. “What is the Probability your Vote will Make a Difference” <i>National Bureau of Economic Research Working Paper 15220</i>, http://www.nber.org/papers/w15220.pdf.</p> <p>→ Kanazawa, Satoshi, “Why Do People Vote?” <i>Psychology Today</i>, http://www.psychologytoday.com/blog/the-scientific-fundamentalist/200911/why-do-people-vote-i-(Part-I), http://www.psychologytoday.com/blog/the-scientific-fundamentalist/200911/why-do-people-vote-ii-(Part-II)</p> <p>→ Andre Blais, <i>To Vote or Not to Vote</i> (Pittsburgh: Univ. of Pittsburgh Press), pp. 1-16 (webCT)</p>
Week 3	
Jan 18: The role of socialization: parents, schools, civic education and events	<p>→ Alexander Parker, “Politics spur youth into action,” January 31, 2008, http://www2.ljworld.com/news/2008/jan/31/politics_spur_youths_action/</p> <p>→ Peter K. Hatemi, Carolyn L. Funk, Sarah E. Medland, Hermine M. Maes, Judy L. Silberg, Nicholas G. Martin and Lindon J. Eaves (2009). “Genetic and Environmental Transmission of Political Attitudes Over a Life Time”. <i>The Journal of Politics</i>, 71, pp 1141-1156. http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=5962376</p>

Jan 20: Biology and Participation: Twin Study Design →Skype call with James Fowler	→Julian Joyce, "The search for the 'political gene,'" <i>BBC</i> , March 28, 2008, http://news.bbc.co.uk/2/hi/uk_news/magazine/7315656.stm → John R. Hibbing and Kevin B. Smith, "The Biology of Political Behavior: An Introduction," <i>The ANNALS of the American Academy of Political and Social Science</i> 2007; 614; 6 http://ann.sagepub.com/cgi/content/abstract/614/1/6 →James H. Fowler, Laura A. Baker, and Christopher T. Dawes (2008), "Genetic Variation in Political Participation," <i>American Political Science Review</i> 102, no. 2: 233-248 http://journals.cambridge.org/abstract_S0003055408080209
Week 4	
Jan 25: Biology and Participation: new exciting research	→Nicholas D. Kristof, "Our politics may be all in our head," <i>NYT</i> , February 13, 2010, http://www.nytimes.com/2010/02/14/opinion/14kristof.html →"Swaying the Swingers," Book Review http://brain.oxfordjournals.org/content/131/2/591.full.pdf+html →James Fowler and Christopher Daws. 2008. Two Genes predict Voter Turnout. <i>The Journal of Politics</i> . http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=1927196
Jan 27:Electoral Systems and Turnout Guest lecture: Prof. Andre Blais	→ "N.B. voter turnout lowest since 1978," <i>CBC</i> October 1, 2010, http://www.cbc.ca/canada/nbvotes2010/story/2010/10/01/nb-voter-turnout-616.html →Blais, Singh and Dumitrescu. 2011. "Electoral Systems, Perceptions of Representation, and the Turnout Decision," Unpublished Manuscript, webCT
Week 5	
Feb 1: Social networks, diversity and Participation	→ Mireya Navarro, "Gay social activism, with the accent on 'social,'" <i>NYT</i> , July 22, 2007, http://www.nytimes.com/2007/07/22/fashion/22guerilla.html →Roberts, Sam, "For first time, minority vote was majority," <i>NYT</i> , December 25, 2009. http://www.nytimes.com/2009/12/26/nyregion/26vote.html?scp=12&sq=diversity%20voting&st=cse →D.C. Mutz (2002), "Consequences of Cross-Cutting Networks for Political Participation," <i>American Journal of Political Science</i> 46, no. 4: 838-855. http://www.jstor.org/stable/3088437
Part II: Change in Participation in Western Democracies:	
Feb 3: Decline in Participation I	→Evan Wilson, Peter Woolstencroft, "How to get out the vote?" January 25, 2006, http://www.theglobeandmail.com/news/national/article809599.ece →Robert Putnam. Chapter 2 "Political Participation," in <i>Bowling Alone</i> (posted on webCT)
Week 6	
Feb 8: Decline of Participation II	→Robyn Doolittle, "Bike activists going guerrilla," <i>The Toronto Star</i> , June 18, 2007, http://www.thestar.com/News/article/226454 See next page

	<p>→ “Hipsters, Hasidic Jews fight over bike lanes in Williamsburg,” <i>The Huffington Post</i>, August 12, 2009, http://www.huffingtonpost.com/2009/12/08/hipsters-hasidic-jews-figure_n_384579.html</p> <p>→ “Coming of Age in a Postboomer World,” chapter 2 in <i>A new Engagement</i> by Zukin, Keeter, Andolina (webCT) http://www.myilibrary.com?id=90787</p>
Feb 10: New Forms of Participation?	<p>→ Michael Goldfarb, “Political Marching: What’s at risk?” <i>BBC News World</i>, November 27, 2010. http://www.bbc.co.uk/news/world-11849259</p> <p>→ Ronald F. Inglehart (2008), “Changing Values among Western Publics from 1970-2006,” <i>West European Politics</i> 31 (1-2): 130-146. http://dx.doi.org/10.1080/01402380701834747</p>
Week 7	
Feb 15	Midterm
Feb 17	No class
Week 8	
Study Break Feb 21-27	Have fun!!!
Week 9	
March 1: Political Consumerism I	<p>→ Nat Ives, “The media-business: advertising; If you disdain the Nike mystique, an anti-ad group is, um, advertising an alternative,” <i>NYT</i>, September 21, 2004, http://query.nytimes.com/gst/fullpage.html?res=9904E5DF1239F932A1575AC0A9629C8B63.</p> <p>→ Zosia Bielski, “Restaurants adding politics to the menu” <i>The Globe and Mail</i>, November 9, 2010, http://www.theglobeandmail.com/life/food-and-wine/restaurants-adding-politics-to-the-menu/article1791947/page1/</p> <p>→ Dietlind Stolle and Michele Micheletti (2005), “Why become a political consumer”, english version of “Warum werden Käufer zu ‘politischen Verbrauchern?’ <i>Forschungsjournal Neue Soziale Bewegungen</i>, vol 18 (4), pages 41-52. (webCT)</p>
March 3: Political Consumerism II	<p>→ Tom Burridge, “‘Eat less meat,’ say carbon footprint burger chain,” <i>BBC</i>, December 8, 2009 http://news.bbc.co.uk/2/hi/in_depth/8395287.stm</p> <p>→ Steven Kurutz, “Not buying it,” <i>NYT</i>, June 21, 2006, http://www.nytimes.com/2007/06/21/garden/21freegan.html?scp=26&sq=vegan+politics&st=nyt</p> <p>→ Jenifer Van Grove, “Whole Foods boycott on Facebook swells to 22,000 users” <i>Mashable.com</i>, 2009, http://mashable.com/2009/08/21/whole-foods-boycott/</p> <p>→ Jan van Deth (2009), “Is Creative Participation Creative Democracy?,” in <i>Creative Participation: Responsibility-taking in the Political World</i>, edited by Michele Micheletti and Andrew McFarland (Bolder, Co: Paradigm Publishers). (posted webCT)</p>
Week 10	

<p>March 22: Internet Participation II Guest Video Lecture Prof. Deibert, UfT</p>	<p>→ Danylo Hawaleshka, "Citizen Hacktivist," <i>Macleans</i>, November 13, 2006, http://www.macleans.ca/article.jsp?content=20061113_136475_136475</p> <p>→ Alexia Tsotsis, "My Date with Anonymous: A Rare Interview With the Elusive Internet Troublemakers" <i>LA Weekly</i>, February 4, 2009, http://www.laweekly.com/2009-02-05/columns/my-date-with-anonymous-a-rare-interview-with-the-illusive-internet-troublemakers/</p> <p>→ Mark Davis, "Porn fans attack website to protest against censorship" <i>The Sydney Morning Herald</i>, February 13, 2010. http://www.smh.com.au/technology/technology-news/porn-fans-attack-website-to-protest-against-censorship-20100213-ny3b.html</p> <p>→ Ron Deibert and Rafal Rohozinski. 2007. Good for Liberty, bad for security? In <i>Access Denied</i>. MIT Press. http://www.wsir.pwias.ubc.ca/2007/articles/DeibertRohozinskiDraftChapter-Access%20Denied%20-%20MIT.pdf</p>
<p>March 24: Internet Participation III "Forms of Online Activism" Dr. Sara Vissers</p>	<p>→ Rebecca Novick, "Technology of Liberation? Activists Get Their Own Smartphone," <i>Huffington Post</i>, December 9, 2009, http://www.huffingtonpost.com/rebecca-novick/technology-of-liberation_b_385294.html</p> <p>→ Net a friend, not an enemy http://news.xinhuanet.com/english2010/indepth/2011-01/02/c_13673860.htm</p> <p>→ Theocharis, Yannis (2010). "Cybercultural Values and Extra-institutional Political Engagement in Britain," paper prepared for delivery at the 60th Political Studies Association Annual Conference, Edinburgh, UK, 29 March-1 April 2010. http://www.psa.ac.uk/journals/pdf/5/2010/859_797.pdf</p>
<p>Week 13</p>	
<p>March 29: Internet Participation IV "Internet mobilization and the effects on political participation"</p>	<p>→ Melissa Dahl, "How effective are sexy breast cancer awareness stunts, anyway?" <i>MSNB.com</i>, October 7, 2010, http://www.msnbc.msn.com/id/39546719/ns/health-cancer/</p> <p>→ "Facebook Slacktivism" http://www.huffingtonpost.com/katie-hawkes/facebook-slacktivism-char_b_794567.html</p> <p>→ Evgeny Morozov, "It Feels Like Activism," <i>Newsweek</i>, June 29, 2009, http://www.newsweek.com/id/206579</p> <p>→ Boulianne, Shelley (2009) 'Does Internet Use Affect Engagement? A Meta-Analysis of Research', <i>Political Communication</i>, 26: 2, 193 — 211. http://pdfserve.informaworld.com/953334_731244333_911113564.pdf</p>
<p>Part III Who participates?</p>	
<p>March 31: Immigrants and Political Parti- cipation Guest lecture by prof. A. Bilodeau</p>	<p>→ Anita Hamilton, "A day without immigrants: Making a statement," <i>Time</i>, May 1, 2006, http://www.time.com/time/nation/article/0,8599,1189899,00.html</p> <p>→ "One in seven Torontonians are barred from voting in the municipal election because they are not Canadian citizens" <i>The Mark News</i>, http://www.themarknews.com/series/9-toronto-election-2010/articles/1090-torontos-lost-voters, (see next page)</p>

(Concordia)	<p>→ Antoine Bilodeau (2008), "Immigrants' Voice through Protest Politics in Canada and Australia: Assessing the Impact of Pre-Migration Political Repression," <i>Journal of Ethnic and Migration Studies</i> 34, no.6: 975 – 1002 http://dx.doi.org/10.1080/13691830802211281</p>
Week 14	
<p>April 5: Inequality and Participation (focus on gender and SES)</p>	<p>→ Sian Norris, "Let's make some noise," <i>The Guardian</i>, November 26, 2008, http://www.guardian.co.uk/lifeandstyle/2008/nov/26/women-feminism-groups → "There's more to voter 'apathy' than meets the eye," http://www.davidorchard.com/online/media-2004/vote-cbc-commentary-repo-20040705.html → "Presidential Elections Inequality: The Electoral College in the 21st Century," http://www.fairvote.org/report-presidential-election-inequalities/ → Adman, Per, "The Puzzle of Gender-equal Political Participation in Sweden: the Importance of Norms and Mobilization" <i>Scandinavian Political Studies</i> 32(3):315-336. http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9477.2008.00233.x/pdf</p>
<p>April 7: Does Participation matter? Wrap up</p>	No reading