

POU33121 Political Participation

MT 2022-23

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Office: 4.02 (2-3 College Green)

Office hours: Wednesdays 2-4pm during teaching weeks, or by appointment

Lectures: Tuesdays 2-4pm @ ARTS 3027 (**May be subject to change** -please check your timetables regularly!)

Tutorials: TBA!!!

Module description

This module examines political participation from a comparative perspective. We will discuss major issues in the study of political participation including defining and conceptualizing political participation, evaluating its impact, analyzing the dynamics of individual participation and mass mobilization from individual as well as from group-level perspectives.

The module also seeks to contribute to the development of students' research methods skills by using an integrative approach. The module is NOT a research methods module, but it incorporates the basics of research design such as research questions, concepts, theories, hypotheses, logic of scientific reasoning, causality and correlation, and different research methods (qualitative and quantitative). Students will also gain hands-on experience by writing a research proposal on a topic of their own choosing in the final assignment.

Learning aims

Students will learn about the key issues in defining and conceptualizing political participation and recent trends in different forms of political participation across the world, understand the individual and contextual level factors explaining political participation, become familiar with current issues in political participation research, and be able to assess the relative influences of personal and societal factors in voting and other forms of political participation. They will also gain basic disciplinary skills such as defining and measuring concepts, conducting literature reviews, evaluating the major strengths and weaknesses in research designs.

Learning outcomes

On successful completion of this module, students will be able to:

1. Explain and summarise the current debates in political participation research.
2. Define and discuss the major trends in political participation across the world.

3. Analyse the effect of micro, meso, and macro level determinants of conventional and unconventional forms of political participation.
4. Formulate arguments, based on empirical evidence, about the factors influencing political participation around the world.
5. Identify the strengths and limitations of existing arguments and empirical evidence concerning the factors influencing different types of political participation.
6. Formulate research questions, develop hypotheses, and discuss the strengths and limitations of different types of research designs concerning political participation.

Covid-19 Policy

All participants must follow government and College Covid-19 guidelines. Currently, the College requires that students should not attend class if they test for or are suspected to have Covid-19. It is sufficient for students to let me know via email that they have Covid-19 or Covid-related symptoms. Please do not come to the classes if you have symptoms even if you test negative for Covid-19. You will be offered access to the learning resources and opportunities necessary to fulfil the learning outcomes (in the form of additional notes or handouts or recorded lectures where possible.) You will also be excused for the participation component for that week (see below.)

We will continue to follow any future Government or College guidelines concerning Covid-19 protocols. I will update you if there are any changes to the rules and procedures.

Office hours

In case you have any questions about course content, readings, or class discussions, please come to my office hours on **Wednesdays 2-4pm (online or in-person)**. *Please email at least 24 hours in advance if you'd like to set up online office hours.* In case you cannot make it to the office hours, please e-mail me to set up an appointment at a different date and time. I will try to respond to your e-mails within two days during the teaching term.

Please note that I or your TA will not answer substantive questions concerning course content via e-mail. In case you have such questions, please see me during office hours or raise them during or after class meetings. Please bear in mind that office hours are not intended to replace lectures and neither the course instructor nor the TA is responsible for covering the lecture material for you outside the class or tutorials. Therefore, do not assume that you can make up for the classes or tutorials that you missed by coming to office hours or contacting the TA.

*I will be recording **some parts** of the lectures for students who need to self-isolate or who would like to go over the material after class. However, please note that, a large portion of some classes will rely on discussions and group activities, and I will not be recording these parts. So, you should **not** assume that the recordings will be substitute for all the material we cover in class. In addition, **there will be no recordings of tutorial sessions.***

Course organization

The course will rely on both traditional lectures and active student participation. It is essential that students attend class having done the week's readings and ready to discuss them and engage in some group work activities.

The module is currently organized as a face-to-face. If the mode of teaching will need to change in line with public health advice, I will let you know how the sessions will be organized.

The Blackboard will present detailed information of each week's class organization, reading list, and response papers. Please keep in mind the following Covid-19 rules for our lectures and tutorials.

Lectures

We will have one 2 -hour lectures per week and 1 tutorial per fortnight. To facilitate class discussion, in some classes we may make use of internet searches or web tools such as Mentimeter or Blackboard. You do not need to download any applications. A phone or tablet (or laptop) with enough battery and is connected to the internet will suffice for these activities. You can contact the [IT Services](#) in case you have problems connecting your device to the university network.

Tutorials and Response Papers

There will be five tutorial sessions that will meet fortnightly through the academic year. Timetable for tutorials will be announced as soon as they are made available to us via the central College systems.

Tutorials will include in-depth discussion and analysis of the topics covered in the lectures. **Please note that there will be a separate tutorial reading list on Blackboard as well as questions/prompts for response papers of the week.**

Students are required to submit response papers before the tutorials. Deadlines for the submission of response papers will also be announced.

Response papers should be between 300 and 350 words; must be properly cited and referenced. All response papers submitted must be student's own work, and they must abide by the plagiarism policy of our university (please see below).

Response papers should be submitted via Blackboard. **Please note that late submissions will not be accepted.**

The tutorial reading list provides **discussion prompts** that you are asked to respond to. Your discussion should directly address the prompt, **should engage with the required reading(s) or sources assigned for that week.** For some weeks, we will also ask you to do some exercises and reflect on their implications in the response paper.

The prompts/questions will require you to critically approach and evaluate the materials assigned for the week along with your take on how these concepts or theories apply to real world issues and challenges. Response papers should **not** be mere summaries of the material or discussion or description of recent issues, but should be critical assessment of the readings and current issues that we ask you to evaluate. You should make sure to back your arguments with proper examples and evidence.

Response papers will be graded on a P/Partial Pass/Fail basis (1 points=Pass, 0.5 points=Partial pass, 0 points=Fail).

Tutorial attendance and response papers will count towards 5% of your final grade for this module. To be able to get the full grade from the tutorials, students must attend at least 4 tutorials AND get a total of 4 points from the response papers submitted.

Note that there is a separate document on Blackboard about tutorial grading!

Please note that tutorials are not substitute lectures where students who did not attend a lecture can expect to be filled in on what they missed. Tutorials will give you the opportunity to ask questions and put forward your views about the topic under discussion. Occasionally, some clarifying information may be provided but the tutorial moderator is not there to inform and instruct but, rather, to moderate discussion. Please do not ask the tutorial moderator to repeat or explain the material covered in the lectures.

Note that attendance in lectures and tutorials are essential to your success in this course. Lecture slides will not be sufficient to reconstruct the content of the lectures. You will need to be able to connect the readings, lectures and tutorial discussions to be able to write good essays and get a satisfactory grade in the essays and in the final exam.

Missed tutorials

If you miss a tutorial due to Covid-19 rules (i.e. having Covid-19 or experiencing symptoms):

- 1) Inform the TA and the lecturer immediately via email.
- 2) You will be provided an opportunity to compensate your tutorial attendance by writing an additional response paper on a different topic (Further instructions will be provided under TUTORIALS section on Blackboard.)
- 3) You will still need to submit the original response paper due for that week before the deadline to be able to get the credit for attendance.

Assessment

1) Tutorial attendance and response papers (5%). See above.

2) Mid-term essay (35%) – due on 21 October, Friday @ 6pm via Blackboard. Students must write an academic essay chosen from the topics below:

Option 1: Discuss the following statement: "Even when the underclass isn't formally stripped of its ballot, a slew of barriers come between them and full participation."

Option 2: "Democracies are at risk if young people continue to shun the ballot box." Discuss.

The word limit is **1,500 words** (excluding references/bibliography) in length. Please see the format guidelines and other requirements for the essay below.

3) Final assignment (60%) – due on 12 December, Monday @ 6pm via Blackboard. Students will submit a research proposal, on a topic of their own choosing (**2,500 words** excluding references/bibliography). I will post and discuss very detailed information about the requirements and expectations. In Week 12, you will get feedback from your peers and from me about your proposal ideas and plans.

Essay and final assignment format and guidelines

In line with departmental guidelines, all essays and final assignments must:

- be within 10% above or below the specified word limit, (Penalties will apply if the submitted work is under or exceeds this limit)
- state the final word count (EXCLUDING the references) at the beginning,
- be submitted in Word or PDF format via Blackboard,
- use double or 1.5 line spacing and leave a margin of at least one inch at the left-hand side,
- must be numbered,
- use proper citation and referencing, (You can use the referencing format of your choice as long as it is consistent across the essay.)
- abide by Trinity plagiarism policy,
- As per Trinity policy, all essays should begin with the **essay cover sheet**, affirming that the essay is all the student's own work. The cover can be downloaded from the [department web site](#).

For the essays, you are required to (i) draw on academic literature (academic articles and/or books) and (ii) properly cite the academic literature you use to prepare your essay. You should cite coherently and attach an ALPHABETISED bibliography to your essay. Students should read beyond the reading list for the essays. If you require information on proper citation style, please refer to one of the following books:

- The University of Chicago Press. 2010. *The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers*. Chicago, Ill.: University of Chicago Press, 16th edition.
- [APSA](http://www.apsanet.org/media/PDFs/Publications/APSASStyleManual2006.pdf) Committee on Publications. 2006. *Style Manual for Political Science*: <http://www.apsanet.org/media/PDFs/Publications/APSASStyleManual2006.pdf>.

The library also provides training sessions for properly citing sources as well as sessions on reference management software, Endnote. The library also has a lot of resources and training sessions on conducting literature reviews, essay writing, and avoiding plagiarism. Please visit [this link](#) to see the updates on training topics and sessions taking place in the library:

Please read the [department's undergraduate handbook](#), which contains a lot of useful information about submission of written assignments and guidelines on writing essays.

Finally, please read the University's [plagiarism policy](#) to make sure that you are familiar with different types of plagiarism and avoid such situations in your submissions. Also see the links under Academic Integrity below for more resources.

Late work

All late work, unless excused **in advance by the module lecturer**, or justified by medical certificate or tutor's note, will be penalised at a rate of 5 marks per day. Under no circumstances will work be accepted after the set work has been marked and handed back to other students, or after the end of the second lecture term.

Make sure to save and back-up your work. Computer crashes or failure to back up your work will count as acceptable excuses for late work!

Course materials

We will draw read a number of chapters from the following books. A number of copies are available at the library.

- Dalton, Russell J. 2013. *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*. Washington, D.C.: CQ Press, 6th edition. (hereafter referred as **Dalton 2013**)
- Dalton, Russell. 2017. *The Participation Gap: Social Status and Political Inequality*. Oxford University Press. (hereafter referred as **Dalton 2017**)
- Norris, Pippa. 2003. *Democratic Phoenix: Reinventing Political Activism*. Cambridge: Cambridge University Press. (hereafter referred as **Norris**)

There are also other readings, which are available electronically, through the TCD journal arrangements or on the web. I will also make some readings (such as chapters from books not listed above) available through **Blackboard**. I will also post relevant blog posts, news stories, or videos to the Blackboard.

If you are not sure how to find the books in the stacks or use Library's electronic services and databases, you may attend the Library training sessions, or get in touch with our subject librarian, David Macnaughton: david.macnaughton@tcd.ie

Academic integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty, including, but not limited to, cheating on an exam or assignment, plagiarizing, representing someone else's work as your own, submitting work previously used without the informing and taking the consent of the instructor, fabricating of information or citations, etc. will not be tolerated. Plagiarism will lead to automatic failure and the matter will be reported to the student's tutor and the dean of the faculty; severe penalties are likely to ensue, including possible exclusion from the exam or even the College, in accordance with College policy.

- Please read pp. 45-47 of the [College Calendar](#) for University's plagiarism policy.
- General guidelines for students on avoiding plagiarism could be found in the [Library's online tutorial](#).
- The Library also has a [web page](#) with extensive resources about avoiding plagiarism and best practices about citations and referencing.

Disability policy

Students with a disability are encouraged to register with the [Disability Service](#) to seek supports where the disability could affect their ability to participate fully in all aspects of the course.

Lecture and reading schedule

Week 1: Introduction

Introduction to the module, information about module organization and assignments. Some introductory discussion of the concept of political participation.

Week 2: Conceptualizing political participation

What acts or actions count as political participation? How do we define political participation and distinguish it from other close concepts? What are the different forms of political participation?

Research design concepts: Descriptive questions, conceptualization

Dalton 2013, chapter 3.

Teorell, Jan, Mariano Torcal, and Jose Ramon Montero. 2007. Political Participation: Mapping the Terrain. In J. van Deth, J.R. Montero, and A. Westholm (eds.) *Citizenship and Involvement in European Democracies*. London: Routledge. p 334-358.

Optional:

Van Deth, Jan. 2014. A Conceptual Map of Political Participation. *Acta Politica* 49(3): 349-367.

Week 3: Institutions, political opportunities, and participation

What is the role of opportunity structures in political participation? What influences such opportunities? Do some types of institutions foster political participation -if so, what type of institutions?

Research design concepts: Explanatory questions, formulating arguments

Norris, chapter 4

Blais, Andre. 2003. Why is turnout higher in some countries than in others? Available at: <https://www.elections.ca/res/rec/part/tuh/TurnoutHigher.pdf>

Dalton, Russell, Alix Van Sickle, and Steven Weldon. 2010. The individual-institutional nexus of protest behaviour. *British Journal of Political Science* 40(1): 51-73.

Optional

Bechtel, Michael M., Dominik Hangartner, and Lukas Schmid. 2018. Compulsory voting, habit formation, and political participation. *Review of Economics and Statistics* 100(3): 467-476.

Beauregard, Katrine. 2014. Gender, political participation and electoral systems: A cross-national analysis. *European Journal of Political Research* 53(3): 617-634.

Week 4: Civic voluntarism model and inequalities in participation

Who participates in politics and why? What drives people to engage in different forms of political acts? How are the resources and motivations distributed across different groups in society and what are their implications for political participation? Does social class matter in political participation? Do minorities engage more or less in politics? What are the broader implications of these trends for democratic politics and representation?

Research design concepts: Theories and hypotheses

Dalton 2013, chapters 3-5.

Gallego, Aina. 2015. *Unequal Participation Worldwide*. Cambridge University Press. Chapter 1.

Optional:

Carreras, Miguel. 2018. Why no gender gap in electoral participation? A civic duty explanation. *Electoral Studies* 52: 36-45.

Just, Aida. 2017. Race, Ethnicity, and Political Behavior. *Oxford Research Encyclopedia of Politics*. DOI: 10.1093/acrefore/9780190228637.013.238.

Weeks 5-6: Distrust, grievances, and political mobilization

Motivations and orientations beyond individual resources also matter in political participation. This week, we will look at how trust, distrust and grievances are related to different types of political participation.

Research design concepts: Formulating hypotheses, qualitative and quantitative research designs

Hooghe, Marc, and Sofie Marien. 2013. A Comparative Analysis of the Relation between Political Trust and Forms of Political Participation in Europe. *European Societies* 15(1): 131-152.

Power, Seamus A. 2018. The Deprivation-Protest Paradox How the Perception of Unfair Economic Inequality Leads to Civic Unrest. *Current Anthropology*, 59(6).

Anna Kern, Sofie Marien, and Marc Hooghe. 2015. Economic Crisis and Levels of Political Participation in Europe (2002–2010): The Role of Resources and Grievances. *West European Politics* 38(3): 465-49.

Kilavuz, M. Tahir. 2020. Determinants of Participation in Protests in the Arab Uprisings: Grievances and Opportunities in Egypt and Tunisia. *Uluslararası İlişkiler* 17(67): 81-96.

De Juan, Alexander, and Eva Wegner. 2019. Social Inequality, State-centered Grievances, and Protest: Evidence from South Africa. *Journal of Conflict Resolution* 63(1): 31-58.

Optional

Kurer, Thomas, Silja Häusermann, Bruno Wüest, and Matthias Enggist. 2019. Economic Grievances and Political Protest. *European Journal of Political Research* 58(3): 866-892.

Pellicer, Miquel, Ragui Assaad, Caroline Krafft, and Colette Salemi. 2020. Grievances or Skills? The Effect of Education on Youth Political Participation in Egypt and Tunisia. *International Political Science Review*. <https://doi.org/10.1177/0192512120927115>

Mid-term essays due on 21 October, Friday @ 6pm via Blackboard

Week 7 – Reading Week, no class

Week 8: Emotions, turnout and protest

Recently, scholars have gone beyond the discussions of resources and opportunities and consider the role of different emotions in turnout and protest mobilization. We will be looking at the effects of fear, anger, and enthusiasm and discuss how they influence individual behavior.

Research design concepts: *Measurement, surveys and interviews*

Valentino, Nicholas A., Ted Brader, Eric W. Groenendyk, Krysha Gregorowicz, and Vincent L. Hutchings. 2011. Election night's alright for fighting: The role of emotions in political participation. *The Journal of Politics* 73(1): 156-170.

Pearlman, Wendy. 2013. Emotions and the Microfoundations of the Arab Uprisings. *Perspectives on Politics* 11(2): 387-409.

Casas, Andreu, and Nora Webb Williams. 2019. Images that matter: Online protests and the mobilizing role of pictures. *Political Research Quarterly* 72(2): 360-375.

Eslen-Ziya, Hande, Aidan McGarry, Olu Jenzen, Itir Erhart, and Umut Korkut. 2019. From anger to solidarity: The emotional echo-chamber of Gezi park protests. *Emotion, Space and Society* 33:100632.

Optional

Aytac, Selim Erdem, Luis Schiumerini, and Susan Stokes. 2018. Why do People Join Backlash Protests? Lessons from Turkey. *Journal of Conflict Resolution* 62(6): 1205-1228.

Week 9: Social identity, group consciousness, and political participation

We will keep on discussing the social-psychological orientations that influence political participation. This week our focus is on social identities, and how politicized ethnic or racial identities and group consciousness influence different types of political participation.

Research methods concepts: *Data collection*

Huddy, Leonie. 2018. The Group Foundations of Democratic Political Behavior. *Critical Review* 30(1-2): 71-86.

Valdez, Zulema. 2011. Political participation among Latinos in the United States: The effect of group identity and consciousness. *Social Science Quarterly* 92(2): 466-482.

Haugestad, Christian AP, Anja Duun Skauge, Jonas R. Kunst, and Séamus A. Power. 2021. Why do youth participate in climate activism? A mixed-methods investigation of the #FridaysForFuture climate protests. *Journal of Environmental Psychology* 76: 101647.

Optional

Langer, Melanie, John T. Jost, Richard Bonneau, Megan MacDuffee Metzger, Sharareh Noorbaloochi, and Duncan Penfold-Brown. 2019. Digital Dissent: An Analysis of the Motivational Contents of Tweets from an Occupy Wall Street Demonstration. *Motivation Science* 5(1): 14-34.

Berry, Justin A., David Ebner, and Michelle Cornelius. 2019. White identity politics: linked fate and political participation. *Politics, Groups, and Identities* 9(3): 519-537.

Week 10: Social capital and resource mobilization

Individuals do not live and act in isolation, and our behavior is influenced by our networks and connections and the social environment we live in. We will be surveying some major approaches such as social capital and social influence in the study of political participation.

Research design concepts: Correlation and causation

Dalton 2017, chapter 4.

Calhoun-Brown, Allison. 2000. Upon This Rock: The Black Church, Nonviolence, and the Civil Rights Movement. *PS: Political Science and Politics* 33(2): 168-174.

Anduiza, Eva, Camilo Cristancho, and José M. Sabucedo. 2014. Mobilization Through Online Social Networks: The Political Protest of the Indignados in Spain. *Information, Communication & Society*, 17:6: 750-764.

Breuer, Anita, Todd Landman, and Dorothea Farquhar. 2015. Social Media and Protest Mobilization: Evidence from the Tunisian Revolution. *Democratization* 22(4): 764-792.

Optional

Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster. Chapters 3 and 8.

You can also watch Putnam's talk on social capital: <https://www.youtube.com/watch?v=2ZHZc-kcyQQ&t=9s>

Week 11: Social norms and social influence

How does our social environment influence our participation? Can we identify what aspects of social relations matter in affecting political mobilization?

Research design concepts: Causal inference, field experiments

Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment. *American Political Science Review* 102(1): 33-48.

Bond, Robert M., et al. A 61-Million-Person Experiment in Social Influence and Political Mobilization. *Nature* 489.7415 (2012): 295.

Anoll, Allison P. 2018. What makes a good neighbor? Race, place, and norms of political participation. *American Political Science Review* 112(3): 494-508.

Optional

Jones, Jason J. et al. 2017. Social Influence and Political Mobilization: Further Evidence from a Randomized Experiment in the 2012 U.S. Presidential Election. *PLOS ONE*. <https://doi.org/10.1371/journal.pone.0173851>

Deadline to submit research questions/plan for proposals for feedback 25 November, Friday @ 6pm via Blackboard

Week12: Discussion and feedback on final assignments

Final assignments due on 12 December, Monday @ 6pm via Blackboard